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ABSTRACT

TO DETERMINE THE EFFECTIVENESS OF THE CERLI PROGRAM IN CHARLESTON, ILLINOIS, FOR TRAINING A SPECIALIST IN CONTINUING EDUCATION (SCE), AN ATTEMPT WAS MADE TO DETERMINE WHETHER THE PROGRAM HAD EFFECTED BEHAVIORAL CHANGES ENABLING THE PARTICIPANTS TO FUNCTION IN THIS NEW ROLE. BECAUSE OF INSUFFICIENT DATA AND CERTAIN CONSTRAINTS, THIS HYPOTHESIS CAN BE NEITHER CATEGORICALLY ACCEPTED NOR REJECTED. THE RESULTS OF EVALUATION EXERCISES SUGGEST THAT THE STAFF AND THE PARTICIPANTS WERE GENERALLY SATISFIED WITH THE PROGRAM AND BELIEVED THAT IT HAD REALIZED ITS OBJECTIVES. THE RESULTS OF A PROBLEM APPROACH TEST AND A PARTICIPANT CHANGE SURVEY SUGGEST THAT TRAINEES' BEHAVIOR DID CHANGE IN THE DESIRED DIRECTION. A RELATED DOCUMENT IS EA 002 704. (DE)

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ASSESSMENT of the CERLI TRAINING PROGRAM

SPECIALIST in CONTINUING EDUCATION (SCE)

Charleston, Illinois

July 1 - August 9, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Introduction

In order to determine the effectiveness of the CERLI program for training a Specialist in Continuing Education (SCE), we needed to find out whether the program had effected behavioral changes enabling the participants to function in this new role.

Testing this hypothesis involved attempts to answer the following questions:

> *Did the program do what it intended to do?*
> *Did the behavior of the participants change?*
> *If so, in what direction?*

In dealing with these questions, we utilized data derived from 11 instruments described in "Analysis", section I of this report. For information about the theoretical basis for and actual conduct of the training activities, we reviewed the written "Program of Instruction", the "Daily Schedule of Summer Training Program: July 1-August 9", and the "Preliminary Version of the Basic Program Plan-Program I: Specialist in Continuing Education"; listened to selected tape transcriptions; and informally interviewed the training staff concerning program activities and the trainees' behavior.

Although there were sufficient valid data to warrant analysis, certain constraints precluded a comprehensive assessment of the program. In section II, "Evaluation Constraints", we cite and discuss these constricting elements.

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I. ANALYSIS: Instrumentation and Derivative Data

For contextual clarification, some general statements about the material presented in this section should be made.

Eight of the 11 instruments were developed by the CERLI staff before the staff member making this report joined CERLI. Only one instrument- the Attitude Survey- had been previously tested on a comparative sample basis.

The staff, some participants and this assessor considered the IITRI Communications Analyses Test, the Knowledge Test, the Attitude Scale and the Staff and Participant Evaluation Forms so lengthy and time-consuming that a testee's motivation might change as he worked with the instrument.

Although the ideas and techniques incorporated in the new instruments reflect a sophisticated approach to the evaluation of the training program, these instruments do contain some flaws that an opportunity to pre-test might have identified and corrected.

In measuring participants' behavior, the problem of allocating time for using instruments was critical. The Daily Evaluation Form somewhat served this purpose. However, on only two occasions (the first and second to last days of the program) were five of the instruments used to sample behavior. Only once (on the second to the last day) were three other instruments used to assess individuals' reactions.

Whether we can assume that data derived from instruments used in the final days of the program validly reflects participants' reactions during the entire six weeks may be somewhat tenuous.

In the following text specifically dealing with each instrument, the analysis will include an appraisal of the instrument's usefulness. For example, such instruments as the Knowledge Test, Attitude Survey, Written Performance, Performance VTR and the IITRI Sociogram (administered on a pre and post basis) were designed to assess change in behavior over time and thus, by implication, would indicate behavioral change effected by the training program. To some extent, the Daily Evaluation Report measured attitudinal change effected by specific program activities.

The Trainee Comparison Form and the post test IITRI Sociogram, which do not measure change, reflect only the perceived relative position of the participants. The Staff and Participant Evaluation Exercises provide data about the adequacy of and satisfaction with the program.

1. *Knowledge Test*

This instrument (entitled Background Information) sampled the participants' knowledge of the program's substantive content. Consisting of Forms A and B (each including 31 multiple choice and 10 matching items) the instrument dealt with goal establishment, data collection, group processes, confrontation and search area.

During the first week, half the trainees were tested with Form A and during the last week with Form B. The other group of participants initially was tested with Form B and finally with Form A. This scheme yielded comparative scores that would indicate how much content actually had been "learned" or at least remembered. Such content assessment could have provided valuable data for evaluating the training program.

However, when we found that the two forms were non-equivalent or non-parallel we did not statistically analyze the results to determine change. This discrepancy probably occurred because there had been insufficient time to empirically test form equivalence before the training program was conducted and thus the forms were assumed to be parallel.

To test this assumption post factum, 21 Wheaton College student teachers (a group more similar to the Charleston training group than a random sample drawn from the population) took a composite of both forms (even numbered items from Form A and odd numbered items from Form B). Subsequently, this composite test was split and each student teacher's scores on Form A and Form B compared.

A Pearson Product Moment Correlation (Smith, 1962) calculated on the Form A and Form B raw scores yielded an $\underline{r} = -.002$, indicating that there was no relation between the two forms. In addition, a Spearman Rank Order Correlation (Smith, 1962) calculated on the ranks of student teachers for each form produced a $\underline{r} = +.09$, indicating a low positive relationship between the two tests.

On the basis of these analyses, the two forms of the Knowledge Test were empirically determined to be not parallel and thus not amenable to pre-post comparison. In fact, the correlation coefficients infer that the two tests could not be much less equivalent than they are.

Two other weaknesses of the Knowledge Test also render the value of the results suspect.
One: 14 of the 41 items on each form (34% of the test) dealt with data collection techniques and 10 of the 41 items (24% of the test) dealt with the search area. Thus, 58% of the test dealt with only two of the POI's (Program of Instruction) five components and thus disproportionately represents the actual substance of the training program.
Two: 29% (n = 12) of the Form A items and 34% (n = 14) of the Form B items reflect material that was not presented during the program.

Conclusion:

The Knowledge Test's weaknesses negate use of its data to properly assess the program. However, a similar type of instrument, which would measure the incorporation of substantive content, could be developed for future programs in order to indirectly assess the kind and quantity of information that participants had learned.

Moreover, such a test should more proportionately deal with the individual content areas in the program and the questions should be written by individuals highly skilled in test construction.

Finally, to eliminate the problem of non-parallel tests only one form should be used; and for the SCE program as now designed, a single form would suffice.

2. *Attitude Survey*

This instrument assessed participants' attitudes toward educational phenomena and change processes. It involved trainees in rating 20 words (such as "innovation", "education", "testing") as positive, negative or neutral. In addition, trainees rated 130 items on a six-step scale calibrated from "strongly agree" to "strongly disagree".

A previous evaluator had adapted this survey to a scale that another staff member currently is developing for CERLI. However, at the time neither individual had clearly and empirically established the factors being measured and the subsequent means for scoring the scale. Consequently, the data obtained on the Attitude Survey administered at Charleston are not readily amenable to analysis.

Conclusion:

Although the data from the Attitudinal Scale administered at Charleston were not used in this assessment, a valid and reliable instrument can be developed for use in the training program. Such an instrument has been described on page A-13 in the CERLI preliminary version of the Basic Program Plan: Program 1: Specialists in Continuing Education.

Whether the current and twice revised version of the scale is valid and reliable remains to be seen.

3. *Performance Video Tape Recorded (VTR)*

Administered on a pre and post test basis, the performance VTR was designed to measure, in a role-playing situation, the participants' ability to operationalize goals, use resources, and communicate with other teachers. Trainees assumed the role of the SCE helping a teacher (staff interviewer) to solve a hypothetical classroom problem.

On the pre test, half the trainees role-played in the presence of the CERLI staff member, while a second staff member simultaneously played the same role with the other trainees. By consistently asking appropriate questions and allowing time for trainees to adequately respond, both staff members played their roles so sophisticatedly that each trainee could be objectively scored on goal establishment, use of resources, data collection, and ability to communicate the problem to other teachers.

On the post test, the same hypothetical problem was presented. Because the two staff members who had performed as pre test interviewers also had actively participated in the entire training program and thus come to know individual trainees well, the previous evaluator decided that in order to eliminate potential bias different interviewers should assume the teacher role.

However, these post test interviewers (two university students) frequently failed to consistently ask appropriate questions and frequently interrupted trainees before they had completed their responses. The interviewers' inept techniques flawed the post test recordings and invalidated any objective or subjective scoring. Consequently, pre and post test data could not be meaningfully compared.

Conclusion:

Although we could not use the data from the Performance VTR administered at Charleston, we believe that this measure could become an effective device for assessment. In the next pilot test, we would suggest that one interviewer who is not actively involved with other phases of the program role play the teacher in both the pre and post testing sessions.

4. *Problem Approach*

This instrument involved the participant in an open-ended written exercise posing a hypothetical classroom problem. In dealing with the problem, the trainee had to state goals operationally, utilize resources, and discuss ways to measure the attainment of goals. The instrument, consisting of four items, was administered on a pre and post basis.

In item one, the trainee stated and ranked five goals. (In our assessment, we did not score or use the rankings because the rationale for ranking was unclear.) We rated each goal statement on a scale of "operationality": 0 = failure to operationalize the goal; 1 = unclear or ambiguous operational definition of the goal; 2 = acceptable statement.

Statements from Preparing Instructional Objectives (Mager, 1962) were used as criteria for scoring this item. For each trainee, the goals were separately rated, summed, and a matched group t-test (McGuigan, 1968) performed on the sums between the pre and post tests. The post test mean of 5.71 was higher but not significantly higher than the pre test mean of 4.36 ($t = 1.35$, $df = 13$, $p < .20$, 1 tail) which suggests that participants did not appreciably improve their ability to state goals during the training program as measured by this instrument and set of criteria.

In item two, the participant selected five among 15 resources (names of organizations or titles of books) that he would consult in solving the given problem. Among the 15 items five were predetermined to be relevant; five, irrelevant; and five, fictitious.

Regarding the relevant resources, the differences between the pre test mean of 2.79 (mean # relevant resources used) and the post test mean of 3.21 were not found significant (t = 1.55, df = 13, p < .20, 1 tail). These minimal differences indicate only a slight tendency to use more relevant resources at the end than at the beginning of the training program.

For use of irrelevant sources, the post test mean of .60 was (as would be expected) not significantly less than the pre test mean of 1.20 (t = 1.18, df = 4, p < .15, 1 tail). Though this finding implies that participants selected fewer irrelevant resources at the end of the training program, one should note that on both pre and post tests the means were very low and that had a post test mean of 0.0 been attained the difference between the two means of 1.0 still would not have been statistically significant.

For selection of five fictitious resources, a mean of 1.83 was attained on both pre and post tests. This result also suggests that the training program did not affect the participants' choice of fictitious resources as measured by this test.

In item three, the participant explained how he would know when each of his five goals had been reached. We rated each explication for its "objectivity" on the zero to two scale used in rating the "operationality" of a goal statement. (A statement's "objectivity" was judged by its substantive presentation of an objective measure of the goal stated in item one.)

For each trainee, the statements were summed and the pre and post sums compared. A matched group t-test showed that the difference of 2.50 between the post test mean of 6.50 and the pre test mean of 4.00 was significant beyond .01 (+ = 2.96, df = 13, 1 tail), which suggests that as measured by this test participants had improved their ability to measure goals at the end of the training program.

In item four, participants were to make additional comments. On the pre test, eleven individuals made such comments but on the post test only three dealt with this item. One could attribute this fact to the participants' fervid desire to complete the battery of tests.

Conclusion:

Data from the Problem Approach Test seems to suggest that although the training program did not significantly affect the participants' ability to define goals and utilize relevant resources, it did positively influence their capacity to measure goals.

However, these statistical analyses may not necessarily or accurately reflect only the program's effects. Like other instruments, the test itself is a variable that may influence the interpretation of data. For example, a participant might have more precisely stated his goals in item one if he had been instructed to implement independent study "in your own area" and thus formulate his response more specifically in terms of his own academic interests.

In item two (resources), all the organizations' names should have been completely listed rather than some designated by acronyms. Furthermore, space for a participant to indicate his own relevant resources should have been provided.

Despite these weaknesses, the data of the Problem Approach Test could be regarded as a valid measure. In future training programs, this type of exercise--if appropriately revised--seems a useful and practical means for determining whether the participant has in fact acquired the skills of goal establishment, data collection, etc.

5. *Trainee Comparison Form*

This instrument provided a peer ranking technique for staff and participants to individually compare participants according to their perceived future success as an SCE. By pairing each participant's first name once with every other participant's first name, a listing of 91 different pairs was made. From this roster, staff and participants chose that member of the pair that they judged "most likely to succeed as an inservice leader according to your understanding of the inservice leader role".

After the preferred names had been tabulated, they were scaled in accordance with the method of Pair Comparisons (Guilford, 1954; Edwards, 1957): on an interval scale, equal differences in the numbers assigned to the participants represent equal differences among participants in the perceived likelihood of success. In order to bring the lowest ranked participant up to a value of zero, a constant was added to each scale value. For this reason, the integral differences between numbers rather than the actual numbers becomes significant. Because staff and participants separately completed the Trainee Comparison Form, two separate scales were derived. A scale combining staff and participants was not calculated because the greater number of participants would have differentially weighted the scale values.

Certain features of the scale values graphed on Figure 1 (p. 9) should be noted. The participants' ranking produced scale values that rated one participant exceptionally high, three participants relatively low, and ten participants clustered in the middle range. The staff's ranking produced scale values that rated participants more equitably on the entire continuum. A Pearson product-moment correlation between the staff's and the participants' scale values yielded an $r = + .82$ ($p < .01$), which indicates high positive agreement.

Conclusion:

Because the Trainee Comparison Form was designed to indicate relative positions, its data do not permit inferences about a participant's knowledge or mastery of the program's content. Even if this form had been administered on the first or second day of the training program, the participants' relative positions might have been similar if not identical.

Although this measure yields more quantifiable data than any other instrument used in the program, it is primarily valuable as a predictive indicator of success in the field. For this reason, it would seem wise to continue its use in future programs.

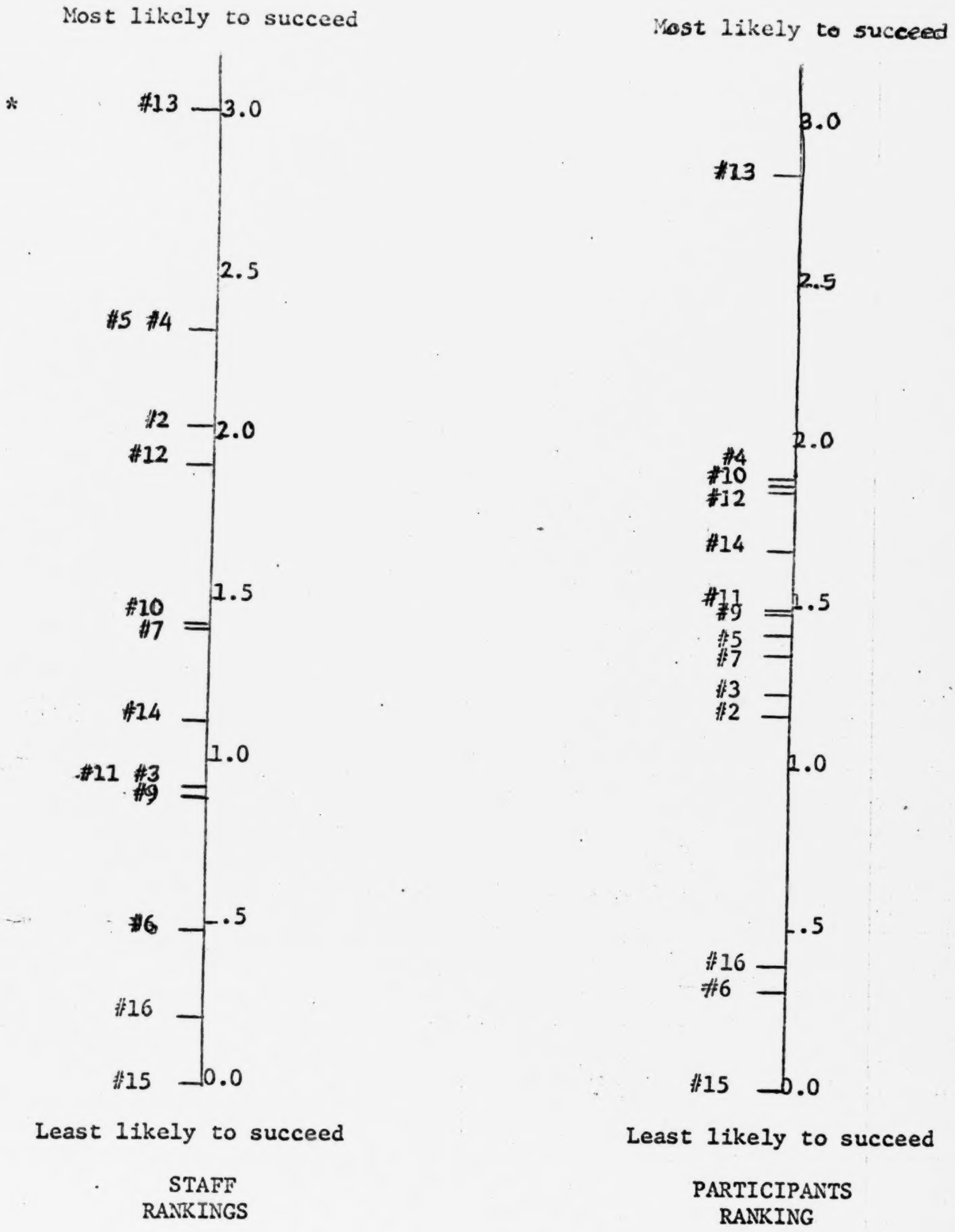


Figure 1 PAIRED COMPARISON SCALING OF PREDICTED SUCCESS OF PARTICIPANTS

* Numbers represent codes given to participants

6. *IITRI COMMUNICATIONS ANALYSES TEST*

The Illinois Institute of Technology Research Institute (IITRI) was contracted to develop a communications analysis test that would accomplish the following objectives:

1. Analyze the communications and attitudinal impact of the summer training program sessions for specialists in continuing education (SCE) conducted by CERLI on the trainee group.
2. Analyze the communications and attitudinal impact of the SCE's seminars upon the teachers in his school.
3. Analyze the correlations between the attitudinal variables and communication role attributes.

The theoretical framework for this instrument was based on research conducted by Nan Lin (a sociologist from Michigan State University) concerning the application of sociometric techniques to the study of educational innovations in secondary schools. Though IITRI did not design the instrument specifically for the CERLI training program, the previous evaluator thought that it could be pilot tested at Charleston. However, in the context of the following IITRI statement, the validity of the Charleston data is questionable:

> "...the instrument used for the training group surveys was originally designed to be used in the school environment. Its questions seek to determine the group member's relations to his peer group and to the group's superiors. Many of these questions lose meaning when taken out of the school context and the validity of the instrument as a measure of group relations thereby suffers.
>
> Heterogeneity of the training group introduced the problem of non-parallel response to the questions. A superintendent-of-schools would view his relations to a principal (or even the more general category of superior) much differently than an elementary school teacher. In addition, heterogeneity and unfamiliarity of the members of the training group led to meaningless sociometric responses on the pre-event survey. The sociometric data on the post-event survey, while showing which individuals were opinion leaders (useful for correlation purposes) did little to show change in communication patterns caused by the training sessions (because of the lack of valid pre-event information.)"

Even though mis-application of the IITRI instrument virtually nullifies the data's interpretation, an analysis of responses to question 70 resulted in the useful post test sociogram shown in Figure 2 (p.13). By responding to "Among the teachers participating in this training seminar, name three whom you respect as teachers", the 14 participants revealed their perceptions of the communications network at the end of the training program. Although four of the 14 participants emerged as opinion leaders, all but one (#4) had been identified as such on the pre test sociogram at the beginning of the program.

(In the previously quoted IITRI statement, the questionable validity of the pre test sociogram is noted.)

Correlations of staff and participants' choices indicated in the post test sociogram with the scaled peer ratings predictions shown in Figure 1 were calculated. On the sociograms, rankings were based on the number of times a participant was chosen by another participant. Spearman rank-order correlations yielding an $r = + .82$ ($p < .01$) between participant's sociometric and peer rating measures and an $r = +.57$ ($p < .05$) between participant's sociometric and staff peer ratings suggest that a participant's perceived opinion leadership in the training program is highly positively related to his predicted success as an SCE. Since opinion leadership (as defined by question 70) could be considered a successful SCE's desirable attribute, these correlations were not unexpected. These correlations also provide a basic form of convergent validation of peer ratings and the post test sociometric analysis techniques.

The post test sociogram shows two well defined cliques or subgroups whose members maintained extensive communications with participant #13, the group's perceived leader. There also is some evidence of crossing communications between participants #12 and #16 and between #2 and #4. In our assessment, we attempted to find out if members of these respective cliques differed in their participation in and response to the training program.

We compared members of the two sub-groups with the staff and peer rankings shown in Figure 8. A Wald-Wolfowitz Runs test (Siegel, 1956)--calculated to determine if the cliques tended to fall on either end of the success scale--yielded nonsignificant results for both the staff and the participants' rankings. Thus, as defined by peer ranking scales, differences in the cliques' membership were random.

We then discussed the subgroupings with the training staff who interpreted the differences as aspects of social behavior. One clique (participants #3,#4,#6,#11,#15 and #16) included some individuals who commuted from their homes each day and some individuals who seldom participated in the group's social activities. According to the staff, members of the other clique (participants #2,#5,#7,#9,#10,#12 and #14) attended most of the social functions held during the training program.

Conclusion:

Due to validity problems, the IITRI communications analyses test provided only a limited amount of information. However, a post test sociogram did show participants' communications patterns that reflected a high positive correlation with the Trainee Comparison Form's scale values.

QUESTION NO. 70

PROFESSIONAL COMMUNICATION NETWORK

(POST - EVENT)

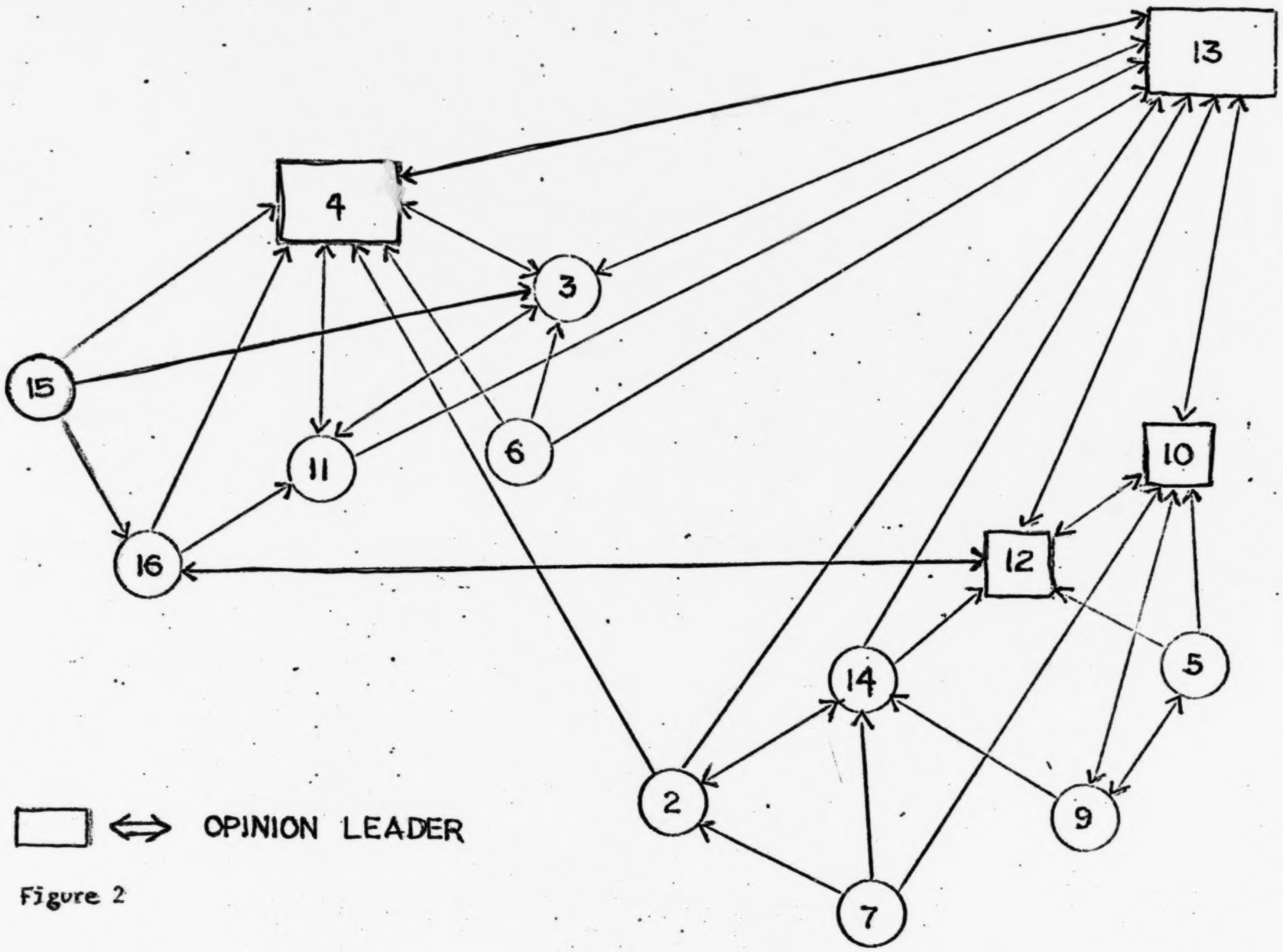

13
4
3
15
11
6
10
16
12
14
5
2
9
7
OPINION LEADER

Figure 2

7. *Staff Evaluation Exercise*

Appendix B includes the Staff Evaluation Exercise and the means, standard deviations and tabulations of data for five staff members who completed the form. Ratings were made on such variables as satisfaction, success and adequacy. Unfortunately, no statements of significance levels could be presented because criteria for the relevance of such variables to the program had not been predetermined.

The following statements summarize the most relevant data:

1) The professional staff was unanimously satisfied with preliminary information provided about most aspects of the program although the staff would have found some additional information helpful. (Questions 1-3.)

2) The staff believed that the program's objectives (as defined by the staff) had been almost completely achieved. (Questions 4-8.)

3) The staff expressed satisfaction with such activities as practice teaching, practice leader seminars, staff critiques of practice leader seminars, lecture and general sessions, search area, evening groups and social activities. Less satisfactory were the housing accommodations. (Questions 10-24.)

4) Concerning the amount of time allocated to the same activities in future programs, the staff, in most instances, suggested that:

    a. Less time be spent on practice teaching and general lecture sessions
    b. More time be devoted to the search area, social mixing, leader practice and leader seminars
    c. More time be released for "free time"
    d. Approximately the same time be spent on staff critique, seminars and evening groups (Question 26.)

5) The staff generally classified coverage of the program's substantive content as "about right" but somewhat "general" rather than "detailed". Coverage also was rated about half way between "insufficient" and "about right". On the whole, the staff considered substantive coverage satisfactory. (Questions 27-28.)

6) The staff felt that the exchange of information and concepts among "fellow members" of the program approached the maximum (Question 29) and that in meeting group and individual needs the balance achieved by the program approached excellence. (Question 30.)

7) With the exception of social fraternization with the group, the staff felt that the program's many aspects had been adequately or more than adequately administered. (Questions 32-45.)

8) The staff's perceptions of the most and the least effective parts of the program, activities that should be eliminated or added, follow-up activities and summaries of the staff's personal reactions are presented in Questions 46-55, Appendix B. In general, the staff seemed very satisfied with the program as a whole.

Conclusion:

Responses to the Staff Evaluation Exercise probably should be regarded as relatively accurate and valid assessments of the Charleston Training Program. As an integral part of that program, each member could evaluate the program as a series of components and as a whole. The summary statements consistently affirm the staff's favorable impressions of the program.

Admittedly, the staff's close involvement with the program might have influenced their views. (Rosenthall (1966) presented a wealth of evidence demonstrating the pervasiveness of such bias.) However, it would be difficult to assess to what degree bias affected the staff's judgments. During the interviews, they explicitly expressed an awareness of the bias problem. Such awareness probably is the most effective means of eliminating or at least controlling such bias. (Kelman, 1967.)

8. *Participant Evaluation Exercise*

Appendix C includes the Participant Evaluation Exercise and detailed data and responses. The following statements summarize this material.

1) Participants generally felt that the program achieved its objectives as they defined them. (Questions 9-12, 20.)

2) Participants generally expressed confidence in their ability to communicate ideas, adapt to a new situation, work well with others, make decisions, understand and be sympathetic toward others, and subordinate self interest for the sake of group interest.

3) Participants generally expressed satisfaction with the practice leader seminars, staff critiques of these seminars, evening group sessions, the search area, informal social activities, housing and meals. They expressed less satisfaction with practice teaching and the lecture and general sessions. (Questions 24-40.)

4) Concerning the amount of time allocated to the same activities in future training programs, participants, in most instances, suggested that:

   a. Somewhat less time be scheduled for lecture sessions
   b. More time be scheduled for leader practice, seminars, and free time
   c. Approximately the same time be spent in social mixing, evening groups, search area and practice teaching (in a previous response they had seemed less satisfied with this activity) (Question 41.)

5) Participants generally felt that coverage of the program's substantive content (goal establishment methodology, data collection, etc.) was "about right" in terms of excessive or too insufficient, too general or too detailed, too simple or too advanced. (Question 42.)

6) Participants generally felt that the exchange of information and concepts was slightly more than half way between minimum and maximum. (Though this rating of the training program may seem somewhat mediocre, it should not be considered unfavorable.) (Question 44.) Participants generally felt that in meeting group and individual needs, the balance achieved by the program might be considered good. (Question 45.)

7) Participants generally rated the staff's administration of the program (arranging and executing the schedule, maintaining an objective relationship with participants, helping group members with various needs, resolving conflict among group members, providing resources and facilities) between "extremely adequate" and "adequate". (Questions 48-61.)

8) Participants generally felt that most of what they had learned in the program would help them to function as SCE's in their schools. (Question 62.)

9) The participants' views about the program's most and least interesting aspects and the activities that should be eliminated or added are presented in questions 63-66, Appendix C.

10) Participants' additional impressions of the program, desired follow-up activities, personal reactions and predictions about potential problems in their schools are presented in questions 67-75, Appendix C.

In general, participants seemed to be satisfied with the program.

Conclusion:

There is no reason to believe that these data do not validly indicate participants' perceptions and reactions.

These findings, which seem to reveal the training program's strengths and weaknesses, should provide a valuable source for assessing the effects of the CERLI Training Program and for planning, refining and administering the next pilot test.

9. *Participant Re-Evaluation Exercise*

Appendix D includes this Participant Re-Evaluation Exercise and relevant tabulations and statistics. Approximately five weeks after the completion of the training program, participants were sent this exercise which ten completed and returned. (Participants #4,#5,#11 and #16 did not respond.)

Not included in the original Charleston evaluation battery, this instrument (consisting of 37 items selected from the Participant Evaluation Exercise) was designed to check the reliability of the participant's previous responses and to determine the trainee's general attitude toward the training program at a time when he was preparing to actually function as an SCE. Substantially the same responses to questions a participant had previously given were regarded as "reliable" reactions.

The following statements summarize these reactions:

1) Although participants continued to express confidence, their level of confidence showed a decrement--especially in the ability to adapt to new situations, to work well with others, to view problems in a broad sense, to subordinate self interest for the sake of group interest and to make friends. (Question 1.)

   This decrement may represent an actual change in self perception. However, the fact that many were waiting for administrative decisions about their opportunity to function as an SCE may have tempered their "revaluation" response to this question.

2) The participants' re-assessment of allocated time for each substantive component in the next training program for the most part duplicated their original response. (Question 9.)

3) The participants' re-assessment of coverage of the program's substantive content resembled their previous response except that they now believed that confrontation techniques and group functioning had been "too general" and that goal establishment, data collection, resource methodology, small group processes, confrontation and group functioning had been "insufficient". (Question 10.)

4) The participants' re-assessment of the administration of the training program was essentially similar except that they now generally believed that staff social mixing and resolution of conflicts among group members had been more adequate than they originally had perceived them to be. (Question 15-27.)

5) Concerning anticipated problems in implementing the inservice seminar, participants' predictions were essentially similar except that they now identified more difficulties created by pressures of regular duties, colleagues' resistance to change, and their own feeling that the training had been inadequate. (Question 34.)

6) In identifying three individuals who they thought would be most successful SCE's, participants generally agreed with the scale values shown in Figure 1 except that #14 now ranks second rather than fifth on the scale. (See question 38, Appendix D for the listing and tabulation of nominations.)

7) In identifying three individuals who they thought would be least successful SCE's, participants generally agreed with the scale values shown in Figure 1. (See question 38, Appendix D for these results.)

Conclusion:

In assessing the perceived success of the program, we compared the original staff and participants' mean responses to the 13 questions in the Re-Evaluation Exercise that required rating on a continuum. (See Appendix E.)

On items 1-12 (the staff did not answer #13), the staff perceived the program more favorably. Since the staff planned, developed, administered, and was totally involved in the training program, these favorable perceptions would seem predictable. However--since no criteria for perceptual accuracy can be established, there is no reason to believe either that the staff was unduly optimistic or the participants unduly pessimistic about the program's perceived success.

That each of the staff's and the participants' ratings fell within a range no greater than one fourth of the scale's spectrum probably reflects verdical perceptions and validates the accuracy of the ratings. It also should be noted that eight of the 12 re-evaluation mean responses fell between the staff's and the participants' ratings which suggests that--five weeks after the training's conclusion--participants' perceptions tended to move toward the staff's perceptions.

Conversely, participants' satisfaction with the search area and the small group sessions decreased slightly over time as did their perception of the balance achieved by the program in meeting group and individual needs. The meaning of these last two findings is not clear.

10. *Daily Evaluation Report*

In this daily report (called "Brickbats and Bouquets"), participants indicated (1) the most meaningful activity, (2) the least meaningful activity, (3) the disliked activities or "brickbats", (4) the liked activities or "bouquets". Reports were submitted on Monday, Tuesday, Wednesday and Thursday afternoons and the responses categorized and duplicated for staff members each day.

For our assessment of the training program, we separately tabulated and summarized on a week-by-week basis the responses to items 1 and 2 dealing with the major daily activities listed in the training schedule (general session, seminar, practice teaching, search area, T-groups). Originally social events was classified as a major activity, but so few responses fit this classification that the category was deleted. Because of the great number, diversity, and contextual nature of the participants' responses to items 3 and 4, it seemed impractical to quantify, summarize or interpret these comments.

Figures 3-9 plot the participants' daily "evaluations" of programmed activities. In Figure 3, (p.22), one should note that T-groups and practice teaching sessions do not "show" during the first week because these activities were not scheduled during the first week. Also, the staff conducted small group seminars only on the first two days of that initial week.

The fact that for each of the five activities, the greatest number of "most meaningful" responses occurred during the program's first two weeks may seem curious. Whether a diminishing enthusiasm, increasing pressures or other factors account for these peaks and subsequent decline can only be speculated. One can state, however, that the seminars generally remained the single "most meaningful" activity in the training program.

In figure 4, (p.23), no one activity consistently was cited as "least meaningful". That, in general, all the activities were meaningful to the participants may be implied.

In Figures 5-9, the "meaningfulness" of each activity is plotted. Although "most meaningful" outnumbers "least meaningful" responses, Figures 5, (p.24) and 6 (p.25), indicate that the general sessions and the seminars were most often cited. Conversely, the T-groups (Figure 7, p.26) elicited a less than moderate number of "most" and "least meaningful" responses. Figures 8 (p.27) and 9 (p.28) show that the search area and practice teaching generated fewer "most" or "least" responses.

Why these respective differences in responses occurred cannot be readily determined. Why both the general and the practice teaching sessions seemed to have been "less meaningful" as the training evolved also poses a ponderable. The fact that participants perceived the search area as neither a "most" or a "least meaningful" activity could be attributed to their tendency not to regard this regularly scheduled two-hour period as a specific activity.

Conclusion:

Probably the training staff could most validly interpret the data presented in Figures 3-9, which does provide potentially significant information for planning and operating future programs. As a type of on-going assessment device, the daily evaluation form certainly has merit.

Figure 3

Most Meaningful Activities as a Function of Time and Responses

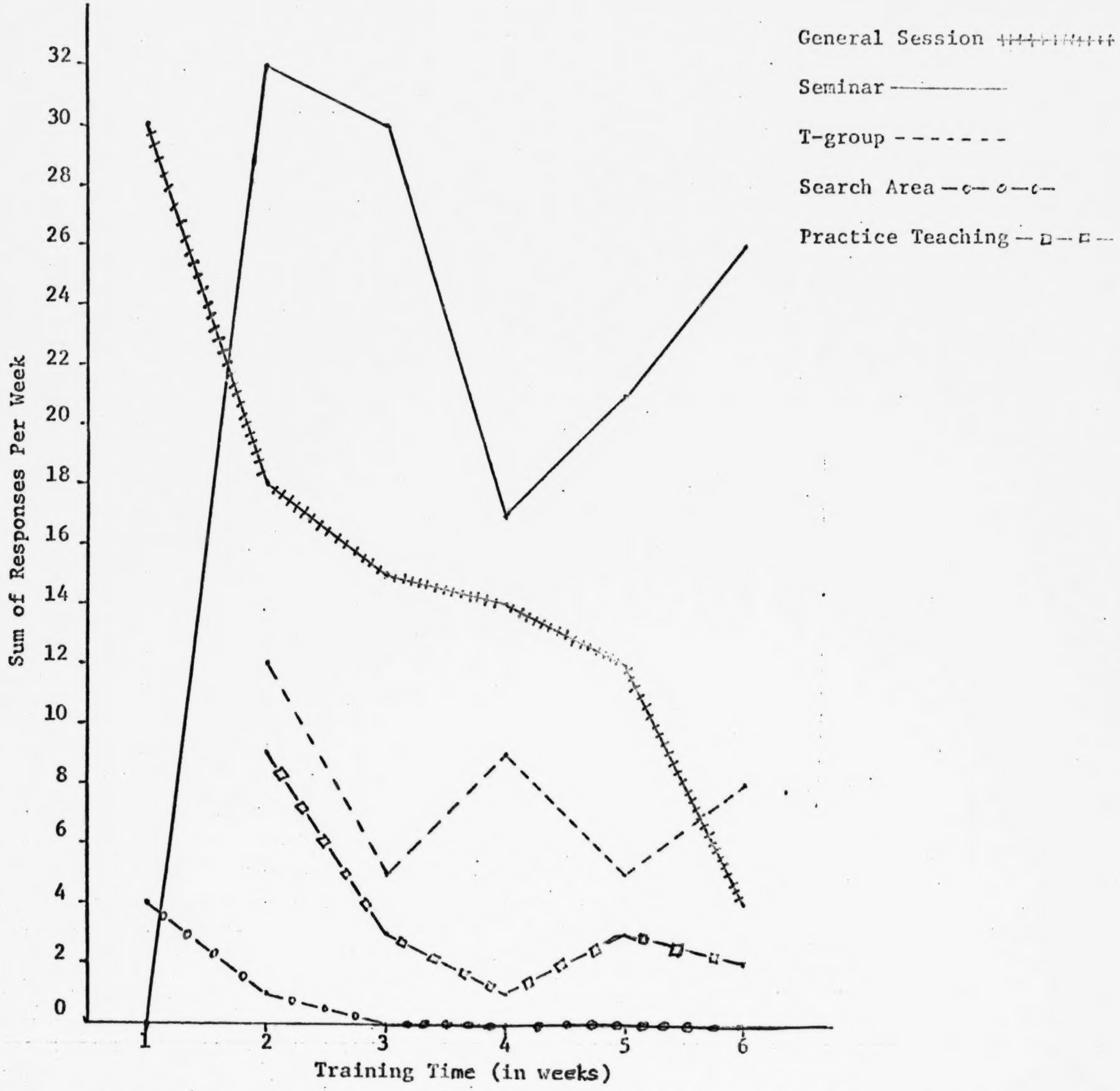


Figure 4

Least Meaningful Activities as a Function of Time and Responses

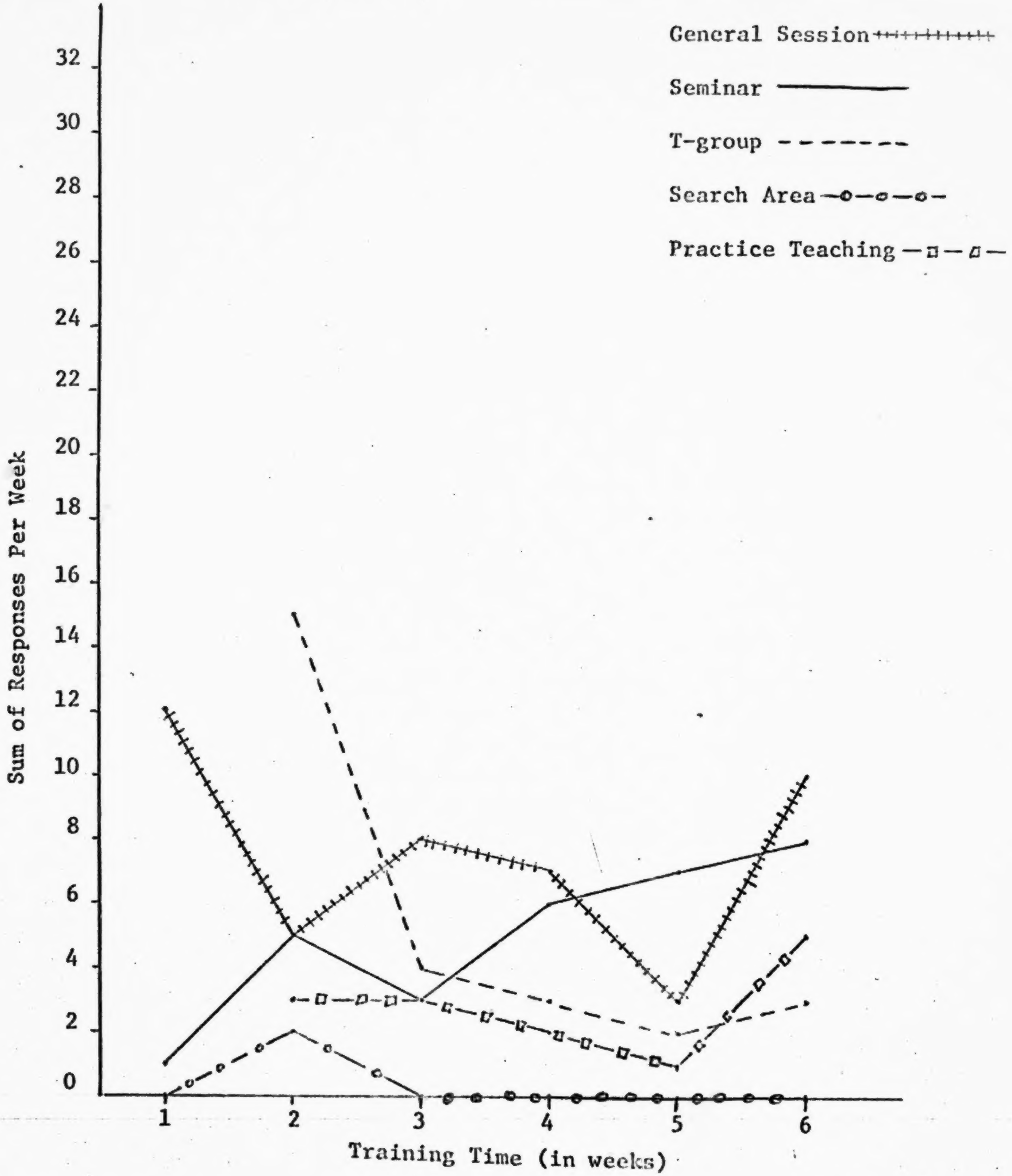
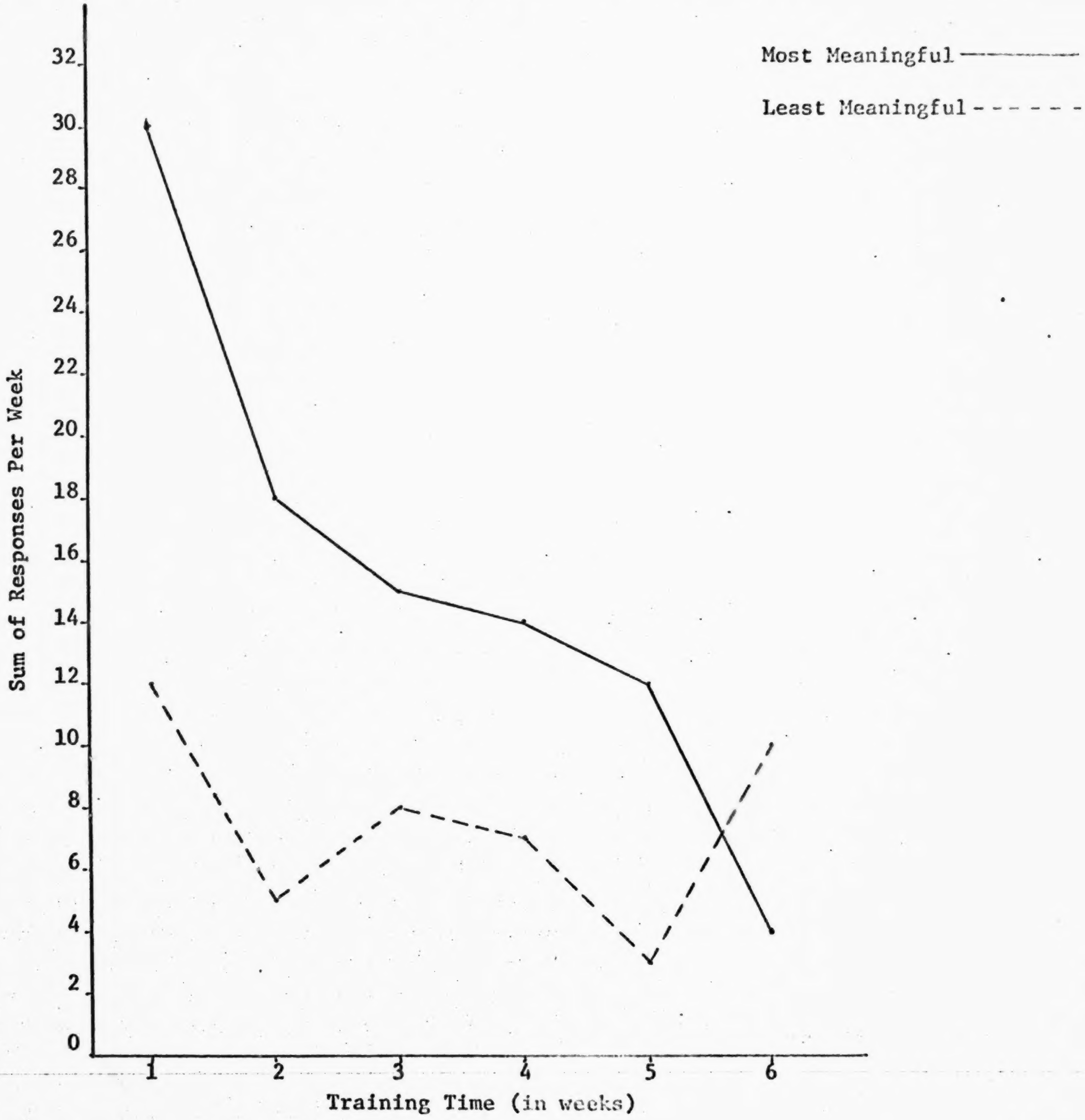


Figure 5

Meaningfulness of General Session as Function of Time and Frequency of Responses



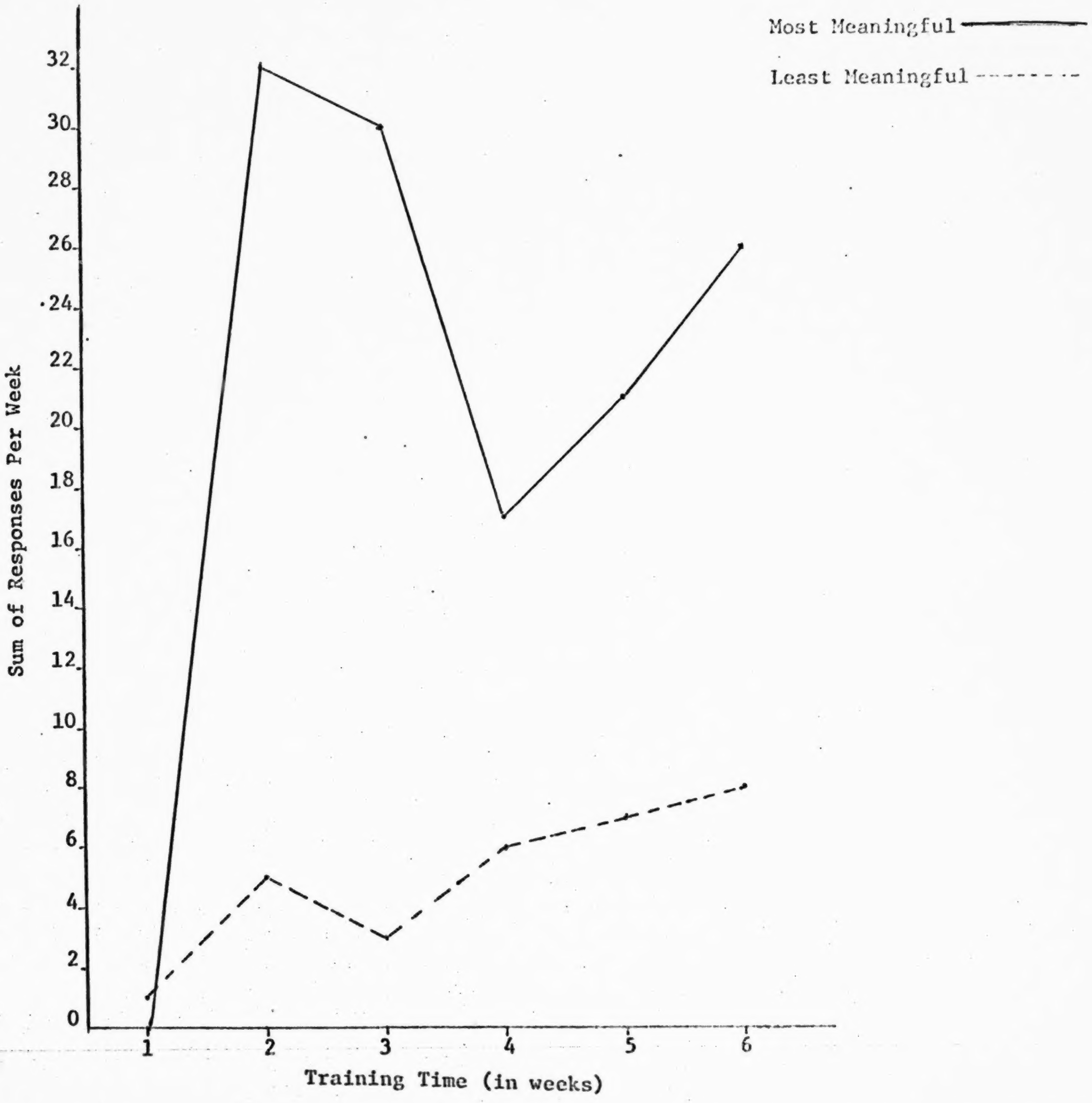


Figure 6

Meaningfulness of Seminar as a Function of Time and Frequency of Responses

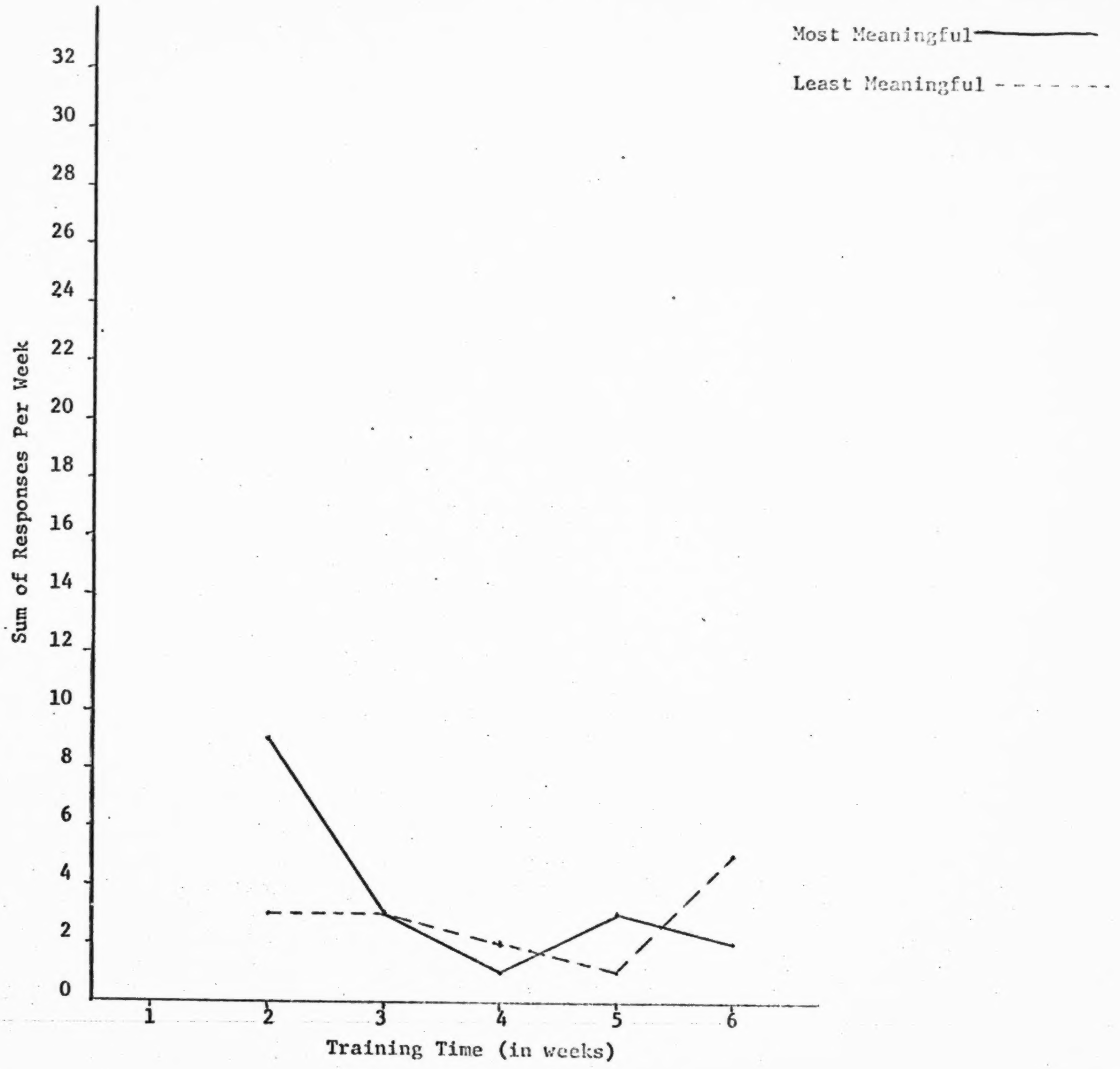


Figure 7

Meaningfulness of Practice Teaching as a Function of Time and Frequency of Responses

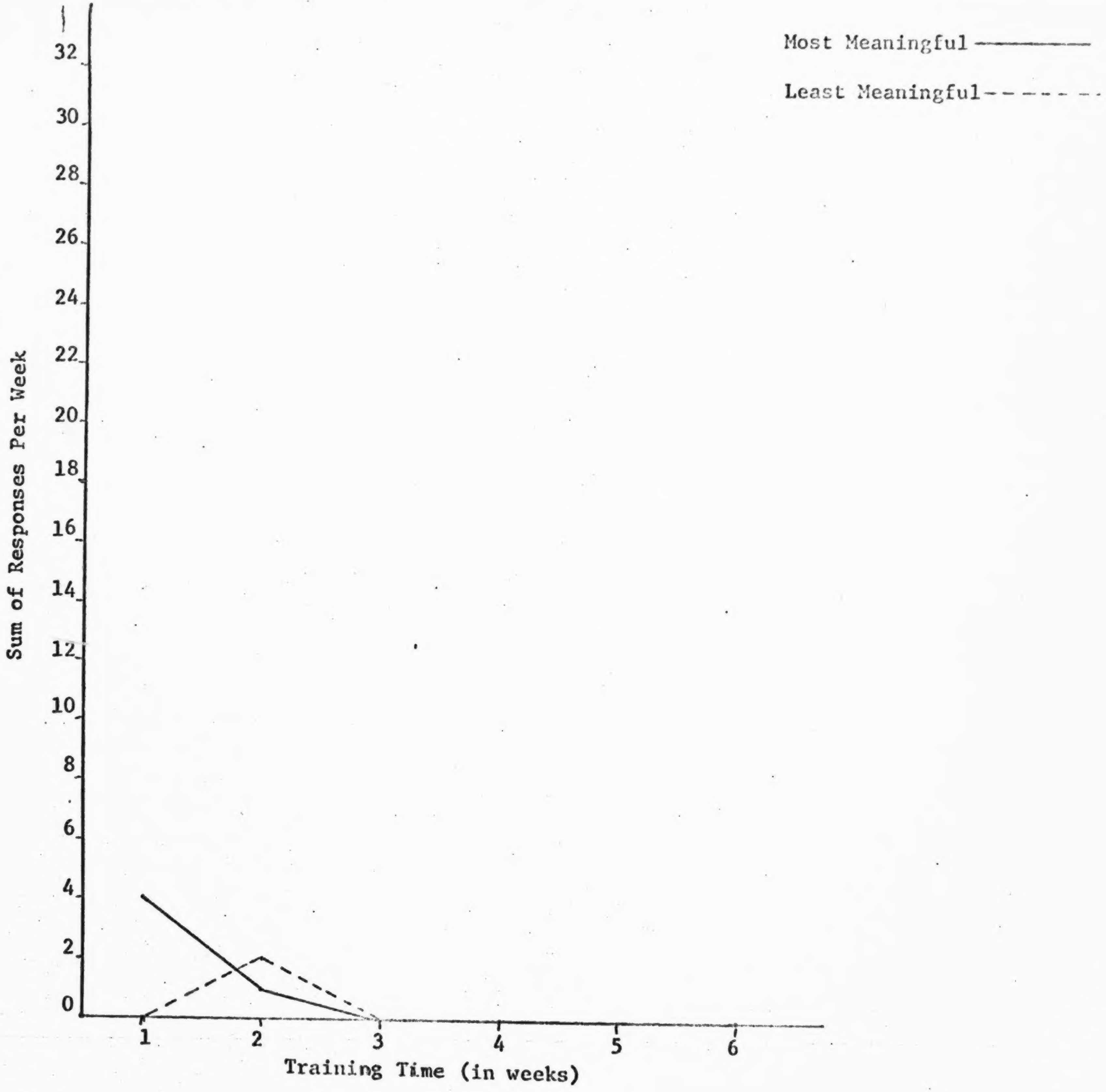
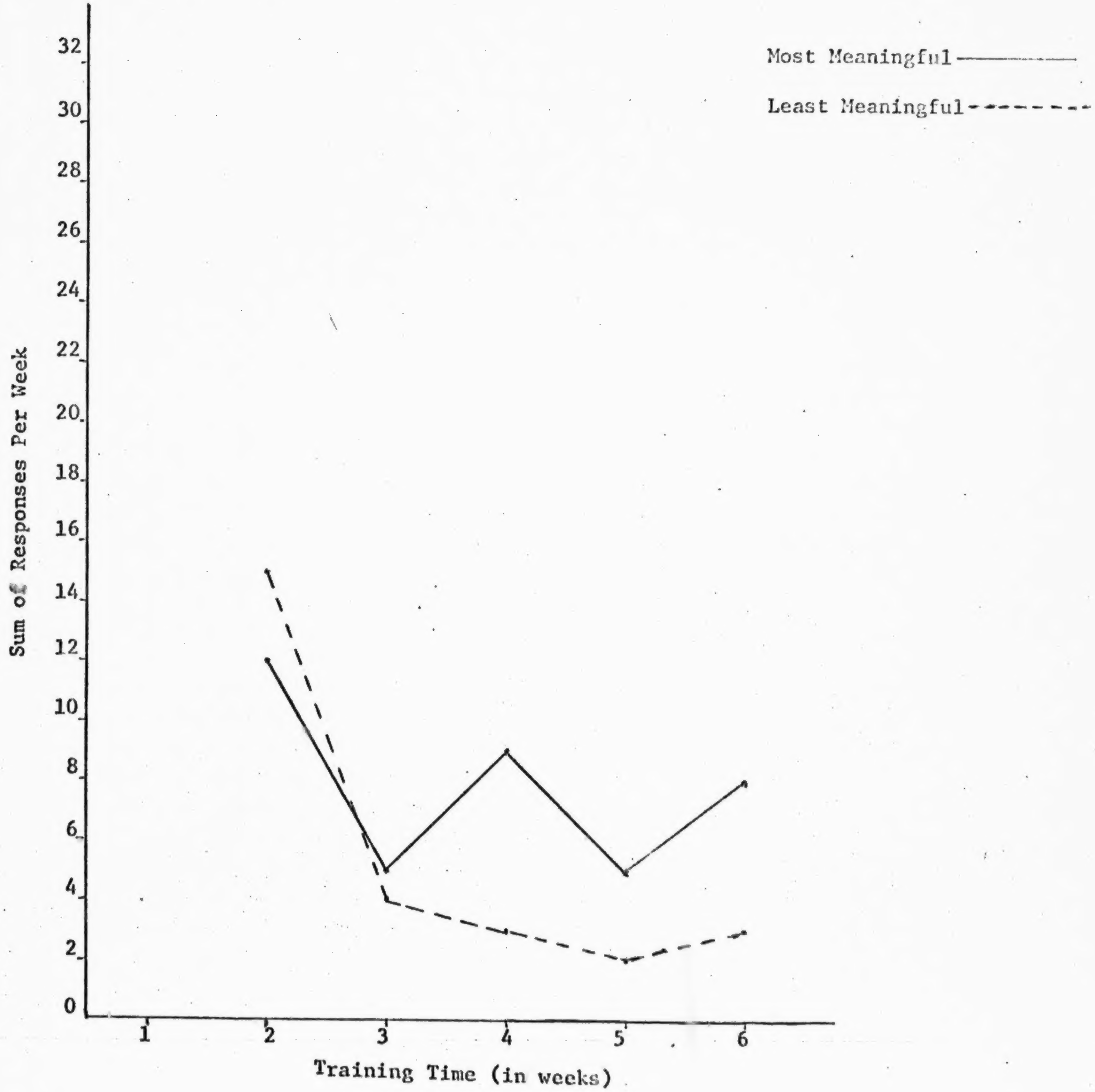


Figure 8

Meaningfulness of Search Area as a Function of Time and Frequency of Responses

Figure 9

Meaningfulness of T-Groups as a Function of Time and Frequency of Responses



11. *Participant Change Survey*

For additional data concerning change in participants' behavior during the training program, we asked the staff to submit this Participant Change Survey. Although this instrument was devised and administered four months after the training program had concluded, we needed to collect such information about the staff's perceptions which had not been collected during or immediately after the program had terminated.

Even though post factum and admittedly weak and unsophisticated, the questionnaire did serve a useful purpose. For one thing, the training staff in their daily involvement in programmed and non-programmed activities became acquainted with most of the trainees and thus could offer valid reactions and perceptions about individual participants. Secondly, since some of the key instruments have been shown to have failed, no other source has yielded the kind of information this survey provided. The rationale for using this questionnaire outweighs the less acceptable feature--that the staff's ego involvement with participants might distort inferences drawn from the Participant Change Survey.

The staff rated each of the 14 participants' "change in behavior" toward or away from their perceptions of the successful (not necessarily ideal) SCE. Each staff member completed two sets of ratings: "change" as perceived at the end of the program, that is over the six weeks; and "change" as perceived from the program's termination to the time of completing the questionnaire.

On each set of ratings ("August" and "now") the staff also indicated the amount of contact with each individual as "none", "little", "some" or "much". (Since most of the contact responses fell in the "some" and "much" categories, no special weightings were assigned to the ratings.) The ratings were made on a 7-point scale ranging from a -3("great" negative change) to a +3("great" positive change) with 0 representing "no change" and the 1 and 2 ratings denoting "slight" and "moderate" change, respectively. The questionnaire does not tap the types of changes perceived nor operationally define positive and negative change.

In Table I, (p.31), the mean ratings indicate that 12 or the 14 participants (86%) showed positive change; one, no change; and one, slight negative change during the six weeks' training period. Six of the 12 (50%), who changed, moderately or more than moderately changed in the direction of the successful SCE.

Mean ratings of perceived change from August to December again indicate that 12 of the 14 participants changed positively with eight of these means falling between "slight" and "moderate". The two individuals perceived as showing no change were the same individuals who showed zero and negative change in the August rating. Due to lack of contact between some staff and some

SCE's, the number of raters in the second set of ratings differs from the original number.

Conclusion:

The Participant Change Survey suggests that the staff perceived most participants as having changed positively in the direction of the successful SCE both during the six weeks' program and at the time (December) they again rated them.

Although such variables as history, maturation, restricted value of the ratings, and the time lapse between the two sets of ratings do qualify any interpretation of the survey's results, this data could be regarded as useful because it does reflect the staff's perception of participants' behavior.

TABLE 1

MEAN RATINGS OF PARTICIPANT CHANGE

BY STAFF

DURING AND AFTER TRAINING

August			December		
Participant Number	Number of Raters	Mean Rating	Participant Number	Number of Raters	Mean Rating
2	5	+1.80	2	2	+ .50
3	5	+2.00	3	3	+2.00
4	4	+2.00	4	2	+1.00
5	5	+2.00	5	4	+ .25
6	5	+ .80	6	3	+1.67
7	5	+2.20	7	3	+ .67
9	5	+ .80	9	4	+1.00
10	5	+1.40	10	4	+ .75
11	5	+ .20	11	2	+1.00
12	5	+2.20	12	3	+1.67
13	5	+2.20	13	4	+1.50
14	4	+ .75	14	3	+1.67
15	4	0.00	15	2	0.00
16	5	- .75	16	3	0.00

Summary

Analyses of data derived from the 11 instruments have shown:

A. Data derived from the Knowledge Test, Attitude Survey, and VTR could not be used because the instruments were unreliable.

B. Data derived from the Problem Approach Test (which exhibited minor flaws) showed change in participants' ability to measure goals but did not show change in participants' ability to establish goals or to use relevant resources.

C. Data from the Trainee Comparison Form showed high positive correlation between the staff's and the participants' ratings of the participants' perceived success.

D. Data from the Staff Evaluation Exercise and the Participants' Evaluation Exercise showed that both groups held similar views about their satisfaction with the activities, content and conduct of the training program.

E. Data from the Participants' Re-Evaluation Exercise showed a consistent similarity to the participants' first assessment and a general agreement (reflected in both evaluations) with the staff about certain key items.

F. Data from the Daily Evaluation Report showed that no activity was generally regarded as "meaningless" and that the small group seminars were generally regarded as the "most meaningful" activity.

G. Although the IITRI Communications Analysis Test had been inappropriately used in the training program, the sociogram showing the communication structure correlated highly with the Trainee Comparison Form's peer ratings.

H. Analysis of the Participant Change Survey indicated that 12 of the 14 trainees changed favorably and that the change in eight participants was rated "moderate" or greater.

II. EVALUATION CONSTRAINTS

As stated in the introduction to this Assessment of the CERLI Training Program for SCE's, certain constraints precluded a comprehensive assessment of the program even though there were sufficient data to warrant the analysis presented in section I of this report.

In this section, we present a brief explication and comments about those constraints and suggestions for eliminating or counteracting or alleviating their effect on future training programs.

1. *Lack of sufficient long-range, follow-up data to assess the SCE's effectiveness*

Whereas the training program imparts the skills needed by an SCE, the degree to which he has acquired these skills may not be adequately measured until he applies them in his work with and impact on those individuals participating in the SCE's seminars.

Currently, CERLI is programming follow-up activities including the study of the SCE's impact. By pre and post testing teachers' attitudes and communications, CERLI is conducting this investigation in schools where SCE's are functioning. In addition, both the SCE's and their seminar participants submit questionnaires after the seminar sessions and data derived from this instrument are being processed. This follow-up phase is scheduled for completion in the Spring, 1969.

In order to find out if the CERLI program effectively trains SCE's, information about their actual functioning as an SCE seems requisite. This data also provides feedback to the staff and thus enables them to appropriately modify the training alternatives.

2. *Failure of some of the key instruments designed for measuring change to yield valid data*

If the Knowledge Test had yielded valid data, whether or not participants had remembered segments of the substantive content could have been statistically determined.

If the pre and post administered Attitude Survey had yielded valid scores, changes in participants' attitude toward educational phenomena could have been detected.

If the pre and post administered Performance VTR (Video tape recording) had yielded valid data, any change in the participants' ability to operationalize goals and to use resources could have been identified.

In CERLI's SCE training program, each of these instruments constitutes a useful assessment device and could, if properly designed and written, be used in future programs.

3. *The assessor's lack of involvement in the training program and post factum appointment to the CERLI staff*

Because the assessor came to CERLI two weeks after the Charleston program had terminated, he has had little or no contact with individuals whose degree of behavioral change is a subject of this report. Among the 14 participants, he personally met, on one occasion, eight; he talked briefly with four participants on the telephone; with two, he has had no contact. Although program activities were measured by written instruments, each (except the Daily Evaluation Report) sampled behavior on only one or two occasions.

The training staff has provided valuable descriptions of the training program and insights about the participants' behavior. Nevertheless, without sufficient personal and first hand contact during the training period, any claim to having properly evaluated change in participants' behavior would be suspect. In order to understand the program's activities and to observe participants' behavior, it would seem logical to assert that the evaluator should experience the program first hand.

In lieu of the assessor's personal experience, some systematic records of significant T-group experiences, programmed and unprogrammed social activities and other relevant nonprogrammed events and incidents that occurred would have provided supplementary but meaningful information and perceptions. Although the Daily Schedule, written Program of Instruction, Daily Evaluation Report and information derived from the staff generally and sufficiently document the Charleston Training Program, the staff has suggested that informal, unprogrammed activities influenced not only the participants' behavior but the staff's perceptions of the participants.

To provide this kind of supplementary data, it would seem feasible to designate at least one observer who would keep a diary of relevant programmed and nonprogrammed events and activities during the next pilot test.

4. *Lack of precisely specified criteria to evaluate a successful SCE's behavior*

Regarding evaluation criteria, Stake (1967) points out, "The evaluator needs a battery of standard operating procedures. Procedures depend on criteria; criteria depends on rationales; rationales depend on theories."

In his "CERLI Assessment Report" (1968), Sorenson notes that the development of criteria measures is a necessary operation involved in the analysis of program outcomes.

Because the Charleston Training Program was only the second pilot test of a research and development project, the procedures, rationale and criteria were (as would be expected) only in an evolutionary stage at that time. Some weeks later, general statements of the criteria for a successful SCE's behavior were presented in the Preliminary Version of the Basic Program Plan-Program I: Specialist in Continuing Education. This disparity in timing prevented the staff from incorporating into the evaluation plan of the training program the criteria for evaluating participants' performance at the end of the training program and in the field. The procedures, rationale and criteria presented in the preliminary version of the Basic Program Plan now provide a substantially stronger foundation for establishing evaluation criteria for subsequent pilot tests.

However, one should not infer that there are no criteria for determining the success or failure of the SCE. Earlier documents of the program contain general criteria. Furthermore, the professional staff's experiences have created a pool of information regarding the SCE's success. Nevertheless--precise specifications of the criteria for the evaluation, because of insufficient follow-up data and the necessarily continuous updating of this research and development project, remain incomplete.

5. *Lack of logical methodology to establish cause and effect relations*

In discussing this "constraint", we will first deal with the evaluation of the effects of the various components (T-groups, data collection, goal establishment, etc.) and secondly with the evaluation of the training program's general design.

As administered in Charleston, the training program may be viewed as a composite of numerous and various activities within which no formal attempt to ascertain their respective effects upon participants' behavior has been undertaken. In order to provide answers to such questions as "How much impact does component X have on the participant?", "Is component Y necessary?", "What effects do components X and Y have on component Z?", the effects of each component should be separately assessed. (Responses to the staff and participant evaluation exercises do provide indirect answers to all these questions, but cause and effect relationships cannot be established from the data offered in this training program.)

Each training activity or component could be independently evaluated by sequencing coverage and concentrating on only one activity or component at a time. Not only would such a formal component evaluation permit approximations to establishing cause and effect relationships but it also would enhance efficiency and economy in designing and administering the program by identifying activities that should be modified, dropped or added.

That the SCE training program's design should fit all the rigid requirements of a laboratory experiment certainly is not mandatory, but in order to establish cause and effects certain elementary controls must be incorporated.

For example, the Charleston Training Program's design could be diagrammed as 0 X 0: one group of participants was pre-tested (0), received training (X), and was post-tested (0). Claiming that participants' change in behavior was the result of the training program may be fallacious for, according to Campbell and Stanley (1963), a number of alternative suggestions exists solely because of the design's nature. In this design, behavior change might be attributed to:

(1) Historical and maturational factors occurring during the six weeks
(2) Effects of testing and use of instruments
(3) Selection of participants and reasons for mortality (Actually, only one participant dropped out of the Charleston Training Program.)
(4) The peculiar interaction of any of these variables

Controlling or eliminating these sources of invalidity probably would increase the likelihood of arriving at a valid interpretation of the findings. For example, not only an experimental but a control group should be patterned in the SCE program. Members of the control or placebo group would be randomly drawn from the population of applicants selected for training. These control or placebo group individuals also would be pre and post-tested on the instruments administered to the experimental group.

After incorporating these controls, the SCE training program's design would be a Pre-Test Post-Test Control Group Design (Campbell and Stanley 1963) diagrammed as:

R 0 X 0
R 0   0

Each row represents a treatment group: X denotes the group receiving SCE training; the omission of X indicates the control group receiving either placebo or no training. R symbolizes the random selection and assignment of individuals to a group. 0 symbolizes the testing. According to Campbell and Stanley, this design controls for the influence of such potentially contaminating variables as History, Maturation, Testing, Instrumentation, Regression, Selection, Mortality and the Interaction of Selection and Maturation.

Even though this design does not control for the possible influence that testing may have on the behavior, introducing two additional control groups (the Solomon Four Group Design) would excessively increase the requirements of resources needed to conduct such a study. In the task and pursuit of definitive answers to questions regarding what caused what experimentally, such factors as participants' frequent fear of "manipulation", the employment of controls, the quantification of measures, the apparent omnipresent contamination involved in field research and development, and other major technical problems may catalyze, mask or skew the findings.

In order to more accurately assess the effects of training and control for alternative explanations of the findings, essentially the Pre-Test Post-Test Control Group Design might be usefully incorporated in a design for a third pilot test.

6. *The relative insufficiency of the sample and the heterogeneity of the training group*

That as sample size increases so does the chance that the sample statistics will approximate the population parameters is a basic statistical premise. With an n=14, one hesitates to generalize the findings of this training program to the population of individuals for whom the program was designed.

Whether this sample represented the population further complicates the issue of sample size. Occupationally, the group of 14 participants was heterogeneous: curriculum consultant, secondary teacher, guidance counselor, principal, superintendent, Title III

Agency consultant, primary teacher, social studies consultant, special education teacher and learning specialist. Ordinarily, such a heterogeneous sample would be most acceptable. In this instance, however, the fact that each occupation is represented by only one or two individuals inherently confounds the particular occupation with the individual's personality. This contaminating factor generates the question, "Is the SCE's degree of success due to the individual's unique personality patterns, his specific occupational background, the program, or an interaction of the three?"

If--in the next pilot test--at least five individuals represented each occupation, contamination would be alleviated. Furthermore, not only would generalization to the population be less restricted but also the assumption about the program's applicability to different educational occupations could be tested.

Heterogeneity in participants' personality structures complicated the findings. In-depth interviews with the training staff, some participants' comments, data derived from certain instruments (Trainee Comparison Form, the IITRI Sociogram, the Participant Evaluation Exercise) indicate that a few participants lacked the desired fundamental qualities of a potential SCE. Moreover, the staff and other participants perceived these individuals' incompatibility with the program and unique behavior patterns as "hurting" the program. (That these few individuals were accepted for training can be attributed to the lack of sophisticated selection procedures available to CERLI at the time and extenuating circumstances precluding in-depth interviews with these applicants.)

However "harmful" to the program these particular trainees may have been, they probably did provide a basis for assuming that the participants at Charleston represented the whole continuum of desirable and undesirable traits, qualities and behaviors that a potentially trainable SCE should manifest.

CONCLUSIONS

Because of insufficient data and certain constraints, we neither can categorically accept nor reject the hypothesis that the training program effected behavioral changes enabling the participants to effectively function as Specialists in Continuing Education.

However, we can confidently assert that available data do provide partial answers to the questions posed in the Introduction to this Assessment of the Cerli Training Program:

> *Did the program do what it intended to do?*
> *Did the behavior of the participants change?*
> *If so, in what direction?*

The results of the Evaluation Exercises suggest that the staff and the participants were generally satisfied with the program and believed that it had realized its objectives.

The results of the Problem Approach Test and the Participant Change Survey suggest that trainees' behavior did change in the desired direction.

Though serious issues clouded the analyses, one should not overlook the fact that many research and development projects--in their early stages--encounter similar problems involving methodology, instrumentation, follow-up evaluation, criteria and sample size.

The fact that CERLI staff members--who contributed significant ideas to the assessment of evaluation constraints--perceive and endeavor to resolve these problems substantiates favorable progress in the program's development.

Given this awareness of issues and the vigorous attempt to resolve the problems, a third pilot test should result in significant and substantial progress toward consummating the development of the SCE program.

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APPENDIX

A. *Description of Program of Instruction (POI)*

B. *Staff Evaluation Exercise and Summary Data*

C. *Participant Evaluation Exercise and Summary Data*

D. *Participant Re-Evaluation Exercise*

E. *Staff and Participants' Perceptions*
of
Program's Success

Appendix A: Description of Program of Instruction (POI)

(Excerpted from Preliminary Version of the Basic Program Plan)

B. Content

The attitudes, knowledge, and skills to be communicated were organized into seven instructional units which were distributed throughout the six-week program.

1. Orientation

The purpose is to give a general explanation of what the program will entail so that participants will know what to expect, to acquaint staff with participants so that they may formulate balanced work and sensitivity teams, and to facilitate the entry of participants into team activities.

a. Identify staff
b. Identify each other
c. Overview of program and schedule
d. Purpose of training agency
e. Purpose of developmental agency (will be deleted after the work of the developmental agency is completed)
f. Team formation
g. Explanation of feedback device
h. Explanation of content options
i. Acceptance of individual responsibility to the team
j. Acceptance of individual responsibility to team activities

2. Goal establishment methodology

This refers to the process of stating expected learner outcomes in behavioral terms. Goal establishment methodology is based on the assumption that it is sound practice to know what the learning process should achieve before commending the actual process.

a. Recognize and identify a behaviorally stated goal
b. State behavioral goals for his own operating situation
c. Recognize, identify, and use systems which are valid and relevant for ascertaining stated goals
d. Instruct others in operationalizing goals

3. Data collection methodology

This refers to the operation of securing objective information about a particular behavior. By using data collection and interpretation, the SCE helps the professional assess his effectiveness in relation to his stated goals.

a. Understand designing of research problems
b. Familiarity with evaluation instruments (identifying components of each, comparing instruments, and selecting appropriate instruments)
c. Design new instruments as required
d. Teach data collection and instrument development
e. Willingness to use data collection methodology
f. Why and how to use equipment for collection of data

4. Confrontation

This refers to self-encounter which brings one face-to-face with an internalized goal-data relationship. There is often a difference between what a teacher wants to do and what he does. Whenever a teacher develops operational goals and receives reliable data concerning the attainment of those goals, he may perceive a similarity or congruence between the goal (ideal) and the data (actual), or he may perceive a conflict or discrepancy. In the seminar, the SCE must create a supportive atmosphere where this self-confrontation and the setting of possible new professional goals or behaviors can occur.

a. Encourages continuous self-evaluation
b. Confrontation theory and dissonance theory
c. Utilize group resources in support of self-confrontation
d. Constructive attitude--the helping relationship
e. Collaborative rather than authoritative attitude

5. Resource methodology

Resource methodology is used by the SCE to provide the professional with substantive input for new behavior.

a. Acceptance of "search area" concept
b. Non-authoritarian presentation of resources in seminar
c. Locate, secure, adapt, and make available relevant material and human resources and have professionals do the same.
d. Awareness of a resource knowledge base
e. Understand search area concept

6. Group functioning

According to Cartwright and Zander, "A group is a collection of individuals who have relations to one another that make them interdependent to some degree".[41] The group is the vehicle by means of which all of the SCE's activities provide the environmental support system conducive to all other interaction.

a. Have the attitude that working and interacting with people, especially in groups, is rewarding work.
b. Possess the attitude that collective strength is generally greater than individual strength in creating change within the individual.
c. Possess the attitude that individuals in the group will benefit from group interaction and the SCE will actively work toward that goal.
d. Possess the attitude that professional growth is possible and feasible and more lasting through group interaction.
e. Understand the origins of groups, the nature of group membership, structural properties of groups, communication patterns within groups, motivational processes in groups, and leadership functions and styles within groups.
f. Have the skills and abilities to apply the above knowledge to the seminar.

7. Administrative methodology

This refers to the totality of skills required to implement and maintain functional inservice seminar programs within an educational setting. The objective is to provide the managerial framework within which the SCE will gain entry to an educational system and implement his inservice program.

a. Gaining entry to a school system and securing administrative support (understanding and acceptance) for inservice program
b. Scheduling of time, space, material, and personnel
c. Gaining of community acceptance
d. Recruitment of professionals for the program
e. Maintaining active and open communication with training agencies and other SCEs
f. Support CERLI in development of the training system (will be deleted after the work of the developmental agency is completed).

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[41] Dorwin Cartwright & Alvin Zander, Group Dynamics: Research and Theory, Harper and Row Publishers, New York, 1968, p. 46.

C. Typical daily schedule

The sequence of learning experiences was organized into a daily schedule which contained an outline of activities for each day during the six-week training program. A typical daily schedule would be as follows:

8:00 - 9:45 a.m.	Teaching, planning, search area
9:45 - 10:00 a.m.	Coffee break
10:00 - 12:00 a.m.	Seminar and critique of seminar by staff member
12:00 - 1:00 p.m.	Lunch
1:00 - 1:20 p.m.	Data Collection
1:30 - 3:00 p.m.	General Session
3:00 - 5:00 p.m.	Search area
5:00 - 7:00 p.m.	Dinner
7:00 - 9:30 p.m.	T-Groups

Appendix B: Staff Evaluation Exercise and Summary Data

Staff Evaluation Exercise On The
CERLI Leader of Continuing Education Training Program

Charleston, Illinois August 8, 1968

Instructions for Completing The Questions

This form is designed to receive your opinions, judgments, and suggestions about the Pilot test just completed in Charleston. This is not a test, there are no right or wrong answers. Please give your true reactions to your experiences during this program so that future programs will get the benefit of your ideas and suggestions.

1. How satisfied were you with the advance information provided about:

	Not Satisfied	Satisfied
this CERLI program?		5
Charleston-Mattoon, Illinois?		5
Eastern Illinois University?		5
lodging ____?		5
meals ____?		5
other (specify) school conditions	2	
students	1	
participants	1	

2. What information would have been helpful?

Knowledge of participant selection criteria (2)

Knowledge of participants' background, experience and needs (2)

More advance planning of locations of rooms, materials, etc. in school

Alternate arrangements to meal tickets

3. What information should have been given on the first day that would have been helpful later on in the program?

Goals of program--ultimate behavior participants could expect to display as result of six weeks

Goals of program--what is a seminar; program is a pilot test; program trains leaders--not goal establishing, data collection specialists

Availability of rooms and space not in use

4. What, in your opinion, are three important objective(s) of this CERLI program?

To help trainees try new behavior, to demonstrate that an individual can operate productively in groups (3)

To pilot test a program of instruction (2)

To train LCE in order to evaluate the POI (2)

To train LCE (2)

To help trainees learn process and theory of the helping relationship (help others assess their needs) (2)

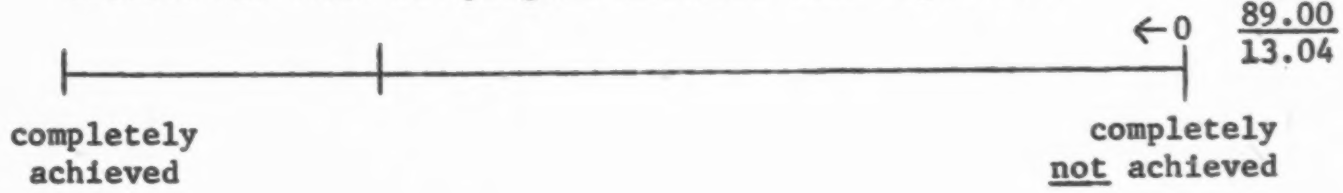
To help participants examine effects of their value system on their ability to function objectively in helping role

To determine whether the program could be conducted successfully by staff other than the "Appleton" staff

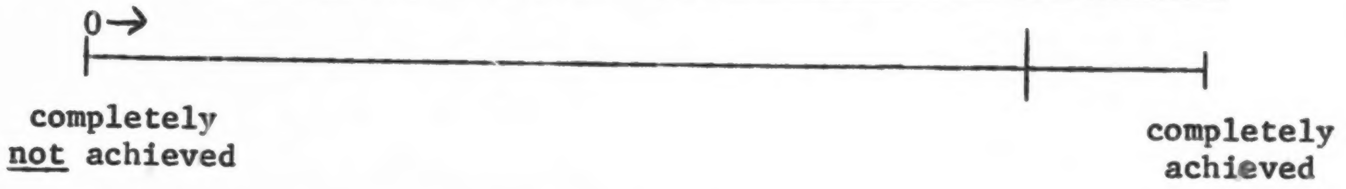
ASSESSOR'S scheme for interpreting summary data
in questions 5,6,7,8,10,12,14,16,18,20,22,24,28,
29,30,45,55:
(mean rating in millimeters) 89.00
(standard deviation in mm) 13.04
scaled distance = 126mm
0→point of measurement begins at negative
end of continuum

5. How well did the program achieve the objective you listed in 4a?

Think of the horizontal line below as a measuring rod or scale running from "completely achieved" to "completely not achieved". Mark the line at that point which best indicates how well the program achieved this objective.



6. How well did the program achieve the objective you listed under 4b?


0→
completely not achieved
completely achieved

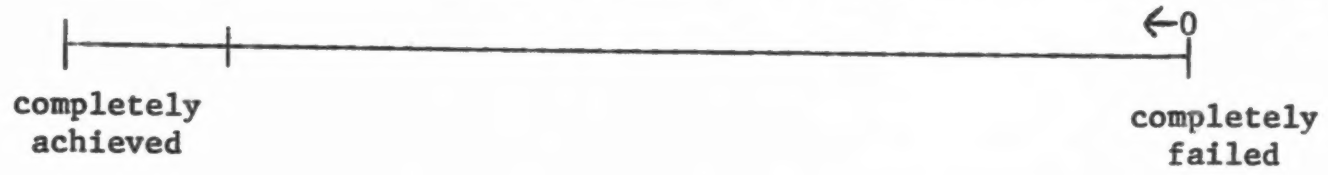
103.20
7.73

7. How well did the program achieve the objective you listed in 4c?

←0
completely achieved
completely not achieved

112.40
9.54

8. All in all, how well do you think the program has achieved its objectives?


←0
completely achieved
completely failed

107.00
8.76

9. Name three personal qualities you believe are most important to effective leadership.

Acceptance/respect for individuality of others (3)

Good listener (2)

Self-awareness/inner stability, flexibility

Sense of humor

Sensitivity to individuals

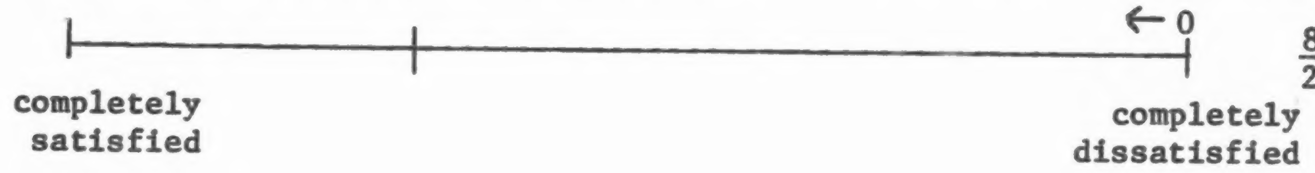
Ability to bring out ideas of others

Desire to help individuals grow through self-designed learning

Like people

Sensitivity to individual expressions of needs

10. How satisfied were you with the practice teaching components of the program?


←0
completely satisfied
completely dissatisfied

87.60
22.87

11. How would you make the practice teaching more effective?

Make the situation more "real"

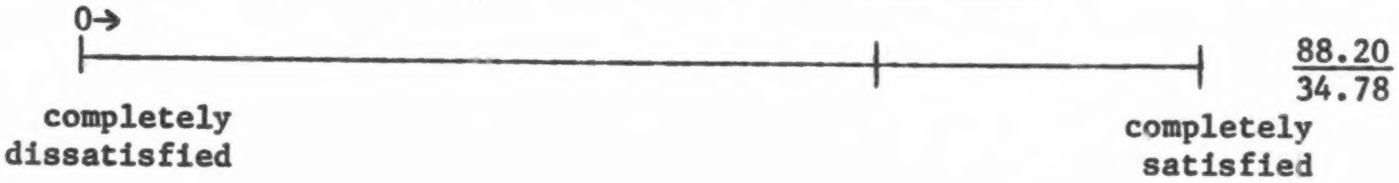
Keep pupils 2/3rds. of workshop. Have closer grade groups/classes larger than eight

Make pupil attandance rules and give certificates at close of session

Teachers should spend less than two hours in the situation

Have trainees work with summer/student teachers with real problems to eliminate trainees' preoccupation with teaching

12. How satisfied were you with the practice leader seminars?



13. How can the practice leader seminars be made more effective?

Have more "realistic" role playing--allow for variety of situations and persons (3)

Make seminars less mechanical--more real: more emphasis on process--less on mechanical devices (3)

Have seminars in afternoon so there will be more time

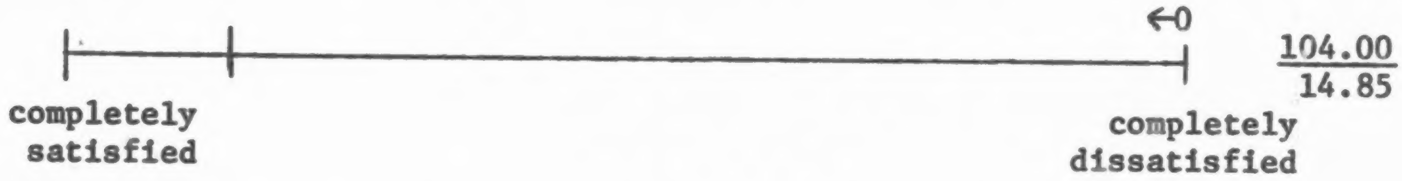
Switch seminars

Change groups

Have work with teachers trainees didn't know

Give trainees individual problem-solving exercises when they have mastered confrontation and goal setting techniques

14. How satisfied were you with the staff critiques of the practice leader seminars?



15. How can the staff techniques be made more effective?

Rotate staff to only one presentation to prevent trainees from "latching on" (2)

Specify topics for staff members to cover by analyzing tapes and listing areas already covered

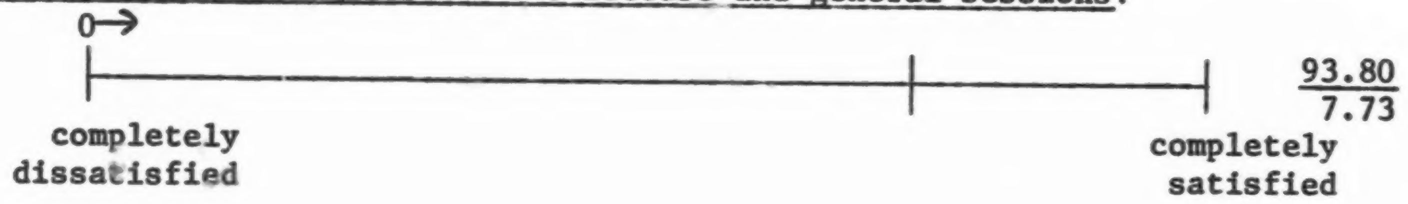
Allow staff time to listen to tapes of their critiques

Compare staff roles by tapes

Staff should pose problems to group--get specific input

Emphasize leader role more: teacher less

16. How satisfied were you with the lecture and general sessions?


0→
completely dissatisfied
completely satisfied
93.80
7.73

17. How can the lectures and general sessions be made more effective?

Advise "consultants" on problems/tone of group so input can be specific and relevant (2)

Orient guest speakers (2)

Shorten lectures--have demonstrations, charts, recordings, etc. (2)

Allow each resident staff to contribute

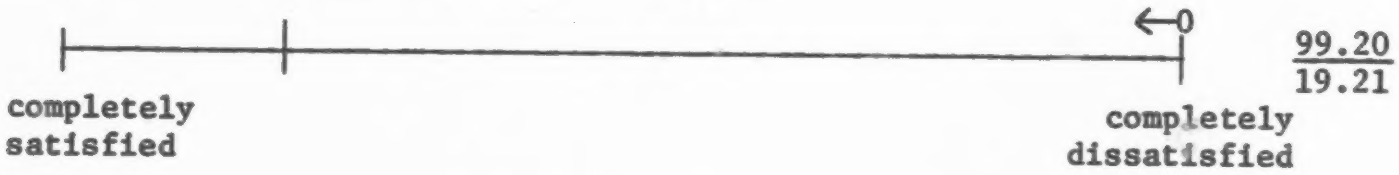
More participant involvement

More assessment of group needs

Read participants' reactions

Give sessions in morning, before seminars

18. How satisfied were you with the search area?


←0
completely satisfied
completely dissatisfied
99.20
19.21

19. How can the search area be made more effective?

Improve physical environment--air conditioning! (5)

Have separate clerical and equipment for area to lessen distraction and congestion

Distribute complete list of materials to trainees

Have more material

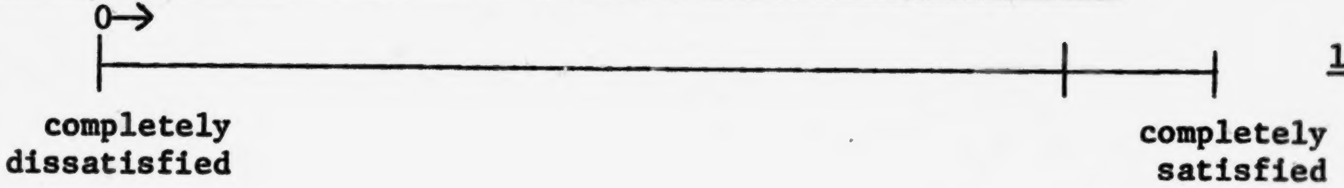
Greater stress on participants contributing things to search area

Analyze use of materials and questionnaire

Allow more free time for trainees to use area

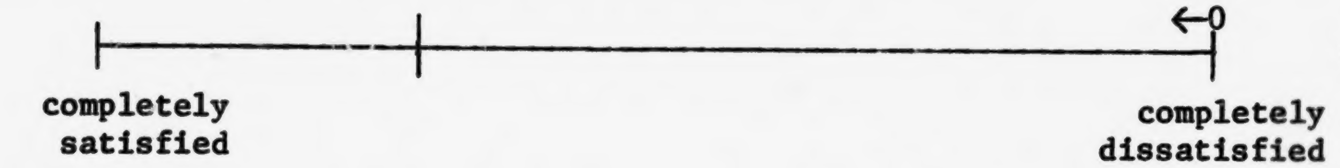
Better use of consultants

20. How satisfied were you with the evening small group sessions?



108.80
9.13

21. How satisfied were you with your housing accommodations?



74.20
47.73

22. How can the group sessions be made more effective?

Remove participants with severe emotional problems (3)

Have a more comfortable location (2)

Trainees serve as check and balance (2)

23. How can the housing be improved?

Co-ed housing--would facilitate work sessions (4)

No night hours for adults (3)

Separate housing for staff, for students, for trainees

Separate adults from students

Have a central place for informal activities

γ

Have a space for staff meetings

24. How satisfied were you with the formal and informal social activities?

completely
dissatisfied

completely
satisfied

102.00
19.81

25. How can the social activities be made more effective?

Have meeting place close to other activities (3)

Have a place with fewer outside people and more "inside" people

More formal--to involve all participants

Greater commitment from some participants

Serve drinks

More places to go

26. If CERLI conducts another leader training program of the same total length of time (i.e. 6 weeks), would you recommend that each listed activity be given about the same amount of time as this year, or that it be increased or reduced in time?

(Please check one in each line, and remember that the total time is fixed).

	Value: 1	2	3	
Activity	I recommend: More time +	About same as this year	Less time -	Mean:
a. practice teaching			5	3.00
b. leader practice	3	1	1	1.60
c. leader seminars	3	1	1	1.60
d. staff critique of leader seminars	1	3	1	2.00
e. general lecture sessions		1	4	2.80
f. search area period	3	2		1.40
g. evening groups	1	4		1.80
h. social mixing	2	3		1.60
i. free time	5			1.00

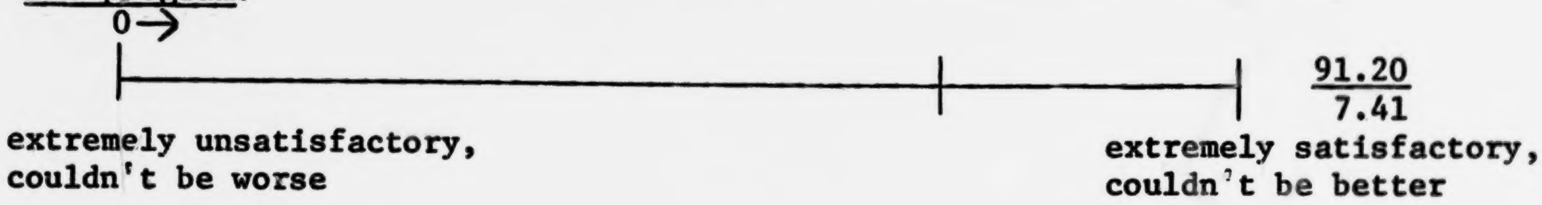
27. Please rate the coverage of substantive content in the program (circle one code in each column):

I:	II:	III:
1 = too advanced	I = too general	A = insufficient amount
2 = about right	II = about right	B = about right
3 = too simple	III = too detailed	C = disproportionately large amount

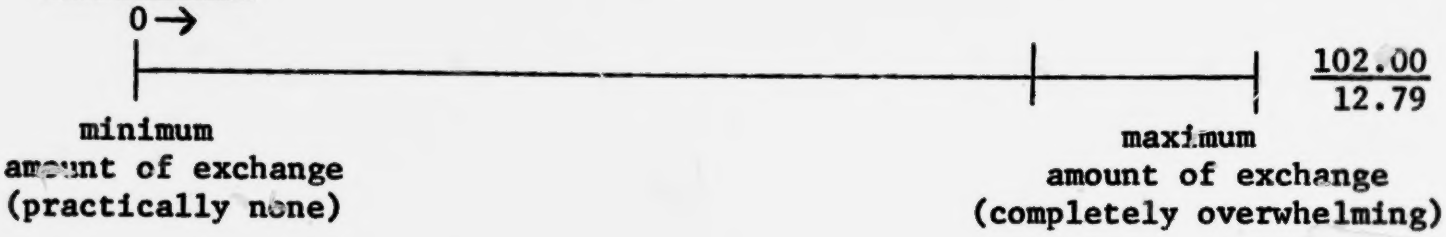
topic:	I:	II:	III:
a. goal establishment methodology	1 2 3	I II III	A B C
b. data collection methodology	2 3 1	II III I	B C A
c. resource methodology	3 1 2	III I II	C A B
d. small group processes	1 2 3	I II III	A B C
e. confrontation techniques	2 3 1	II III I	B C A
f. group functioning	3 1 2	III I II	C A B
g. administrative methodology	1 2 3	I II III	A B C

"Mean" ratings:	I:	II:	III:	"Mean of Means":
a. goal establishment methodology	2.00	2.20	1.60	2.07
b. data collection methodology	2.60	1.20	1.40	1.73
c. resource methodology	2.00	1.80	1.60	1.80
d. small group processes	2.20	1.80	2.00	2.00
e. confrontation techniques	2.20	1.80	1.40	1.80
f. group functioning	2.20	1.60	1.60	1.80
g. administrative methodology	2.00	1.80	1.40	1.73
"Mean of Means":	2.17	1.74	1.63	

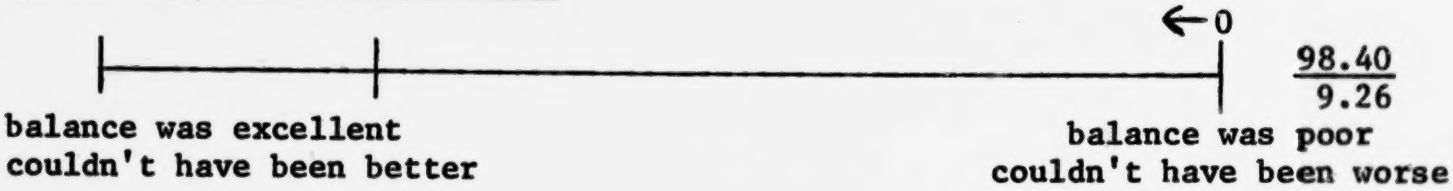
28. Please rate your overall satisfaction with the substantive content of the program.



29. How much exchange of information and concepts - that is, cross-fertilization of ideas - took place among your fellow members of the program?



30. Think now of the balance achieved by the program in meeting specific individual needs as compared to meeting the needs of the group in general. How would you judge the balance achieved by the program in meeting these different needs?



31. What should be done to improve this balance between individual and group needs?

More informal mixing with participants (3)
Some demanded too much individual attention/screen out these people (2)
Too much time spent writing POI during session(2)
Greater schedule flexibility and sufficient staff to allow for meeting individual needs without sacrificing group needs (2)
Emphasize early, the importance of the group
Weekly participant--staff interviews to determine participant needs
Better and more communication between visitors and boondockers, especially prior to individual/general sessions

32. - 43. The following questions refer to how adequately the program was administered by the staff. Circle the letter following each question to indicate rating of adequacy using the following code:

A = extremely adequate; better than expected
B = adequate; about as expected
C = adequate but less than expected
D = inadequate; much less than expected

32.	practice teaching arrangements	A	B	C	D
33.	beginning sessions on time	D	C	B	A
34.	carrying out sessions as scheduled	C	A	D	B
35.	changing schedule to meet group needs	B	D	A	C
36.	providing advance information on program changes	A	B	C	D
37.	maintaining objective relationships with group members	B	D	A	C
38.	helping group members with their special program needs	C	A	D	B
39.	helping group members with their special personal needs	D	C	B	A
40.	providing requested resources or facilities	A	B	C	D
41.	social mixing with group members	B	D	A	C
42.	resolving conflicts among group members	C	A	D	B
43.	other (specify)________________________	D	C	B	A

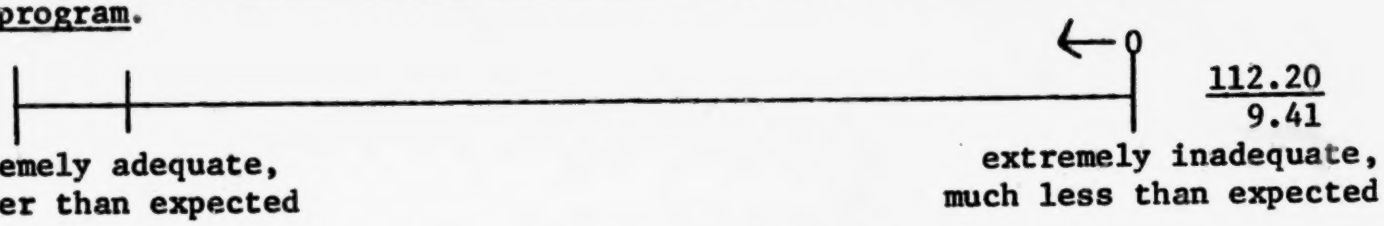
FREQUENCY Tally:

32. A = 0; B = 3; C = 2; D = 0 Mean: 2.40
33. D = 0; C = 0; B = 1; A = 4 Mean: 1.20
34. C = 0; A = 3; D = 0; B = 2 Mean: 1.40
35. B = 2; D = 0; A = 3; C = 0 Mean: 1.40
36. A = 5; B = 0; C = 0; D = 0 Mean: 1.00
37. B = 2; D = 0; A = 2; C = 1 Mean: 1.80
38. C = 0; A = 3; D = 0; B = 2 Mean: 1.40
39. D = 0; C = 0; B = 2; A = 3 Mean: 1.40
40. A = 2; B = 3; C = 0; D = 0 Mean: 1.60
41. B = 2; D = 1; A = 0; C = 1 Mean: 2.20
42. C = 0; A = 2; D = 0; B = 2 Mean: 1.50
43. D = 0; C = 0; B = 0; A = 0 ----------

44. Space for additional comments about the administration of the program on the CERLI staff:

Satisfied with Charleston staff; CERLI staff in administering program; CERLI staff solidarity and commitment

45. All in all, please indicate how you would rate the administration of the program.



46. Looking back over the entire program, what specific parts or things were most effective?

Seminar of role practice (2)

Pre-planning and scheduling of activities by CERLI prior to Charleston

Sensitivity training--individuals trying new behavior

Seminars and search area

Seminars and T-groups

Unity of staff toward trainees i.e. similarity of attitude, procedure, general morale

47. What specific parts or things were least effective?

General sessions (3)

Shallow seminars--second half of session

Women--staff--women participants conferences: trainees preferred male help

Interviews with additional resources

48. What kinds of activities (lectures, discussions, substantive content, seminars, small groups, etc.) should be eliminated from the program, if it is given again? Please give your reasons.

Lectures should be shortened greatly or eliminated if they compose the major substantive input source and if lecturer isn't oriented to background and tempo of group. (2)

More flexible schedule--should be based on group needs

Extra-curricular demands on staff because of POI deprived participants of needed consultation time.

49. What kinds of activities not included in the program should be added? Please give your reasons.

Real teachers to conduct seminars and give "real" situations, thus avoiding the "mechanical" seminar (2)

More explanation of the program

Clearer presentation of interaction analysis systems so trainees could move toward more complex goals

Have more specific group exercises i.e. inclusion--exclusion operations to enable all participants the opportunity to feel these experiences

50. - 53. (Values assigned to choices in the following questions indicated in parentheses.)

50. Was the size of the group in the program too large, too small, or about right?

(3) too large (1) too small (2) about right/Mean: 1.00

51. How would you rate the size of the leader practice seminar groups?

(3) too large (1) too small (2) about right/Mean: 1.00

52. How about the total length of the program?

(3) too large (2) too small (2) about right/Mean: 2.20

53. How has this program matched your expectations?

(3) better than expected

(2) about what I expected

(1) not as good as expected

Mean: 3.00

54. Ideally, what follow-up activities are needed from CERLI to help the leaders succeed in implementing and then administering inservice leader programs in their schools?

Two-day follow-up sessions (3)

Monthly communications--newsletter (3)

Series of (whole or part) group conferences to compare problems and solutions (2)

CERLI staff visits to make suggestions (staff critique) (2)

Phone calls/visits to trouble-shoot any problems (2)

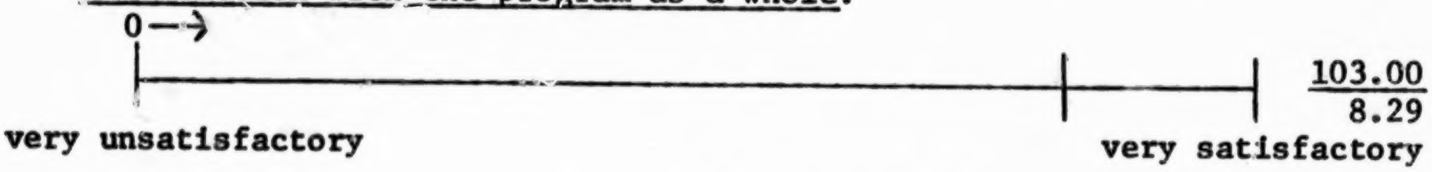
CERLI staff visits to observe LCEs operating

Data collection on effectiveness and difficulties of LCEs

Action by CERLI when asked for specific help

Basic support plan as outlined by participants

55. Mark the line below at the point which best indicates the degree of your satisfaction with the program as a whole.



56. Please write a short summary of your own personal reactions to this program. Mention anything, whether or not covered in the questions above, you liked best and also the things you disliked or thought of little importance.

(1) This was a very rewarding experience personally. I enjoyed the work with groups in the seminars particularly, and with the staff as a group. I would have been happier with a larger group; for example 24 people. More time to evaluate the program as it was operating would have helped, but that was hampered by writing the POI while there in Charleston. I reacted negatively to Boondock Staff title--probably because it came from outside the "Boondock" Staff--which again proves how closely that staff did work. I was very pleased with the fact that the participants became a group and that O.E. seemed affirmative about what they saw in Charleston. I was also pleased that we did complete the rewrite of the POI while there.

(2) On a personal level I enjoyed the six weeks. I felt I grew as a professional as did the other 5 members of the staff team.

I felt the 6 weeks at Charleston was much better organized than Appleton.

I think we will be able to determine some of the variables and what happened. This will enable us as a staff to objectively evaluate the various components of the program and it's effect.

I was concerned with a somewhat superficial grasp of the leader role many of the participants possessed. It seemed too mechanical. I feel this could be improved by some real situations.

I saw some personal growth on the parts of at least 3/4 of the participants. It will be interesting to note if some of this new behavior continues.

(3) I'm glad it's over! I felt burdened most of the time because of the double task of working with participants and rewriting the POI. The tight schedule did not allow for attention to my personal needs. I often felt unkempt by the end of the day.

I hated the third rate motel in which we met and worked. The rooms were uncomfortable at the dorm, in the lab school and the motel.

The program would have been improved if the resident staff had met for a week's pre-planning.

I feel good about Pat and his leadership and also I'm impressed with the capabilities of the resident staff.

(4) Opportunity for personal growth in an extremely supportive environment. Development of an ideal "Text-Book" team, and participation in the development of that team. Participation in the "Helping Relationship" with participants. Overall an extremely rewarding experience--like being unfettered for the first time.

Appendix C: Participant Evaluation Exercise and Summary Data

Evaluation Exercise on the

CERLI Leader of Continuing Education Training Program

Charleston, Illinois August 8, 1968

Instructions for Completing The Questions

This form is designed to receive your opinions, judgments, and suggestions about the training you have just completed. This is not a test, there are no right or wrong answers. We are not looking for unearned "pats on the back" or unearned "slaps in the face"; we simply want to know your true reactions to your experiences during this program so that future programs will get the benefit of your ideas and suggestions.

1. How did you first learn about the training program you have just completed?

6 from another CERLI-trained leader

1 from my supervisor (department head, principal, superintendent, etc.)

0 from a teacher or other colleague

0 from a personal friend

2 from a staff member of CERLI

5 other (specify): Title III project director; EDISU-Richardson, Cole; CERLI information; EPIC staff-Ed Brown; EIDSU; letters about CERLI summer institute distributed in x's school

2. What was your first reaction when you learned that you would definitely attend this program?

Pleased (5); Opportunity to learn new approaches to administration, leadership (3); Pleased but anxious about own qualifications; Pleased and curious; Interested and anticipated profitable experiment; Teaching; Proud; Pleased but questioned program validity

3. What programs did you consider before deciding on this CERLI program?

__6__ none

__0__ EPIC

__2__ EDSU program in Charleston

__3__ N.E.A. Institute (specify) Title:________________

NDEA-European History Seminar (Georgetown)
Teaching of the gifted: Social Studies & Science (Lockport, Ill.)
Human Relations Laboratory I (Bethel, Maine)

__2__ University summer course(s) (specify):

Course(s): Flexible Scheduling
Education Courses
University: Northern Illinois University

Other (specify):
Northwest Multi-Service Training Center (Valparaiso)
Space Workshop; non-credit reading workshop

4. Please rank the importance of each factor below in helping you decide to attend this CERLI program, as opposed to other summer programs. Let "1" rank the most important, "2" rank the next most important, and so on.

Rank Mean:	Factor
8.55	the only program available
6.67	no tuition charge
7.27	located in Charleston
2.00	potential for my professional advancement
4.08	means to enhance my position and authority
4.83	attendance will guarantee continuing contact with CERLI
6.27	means for salary increase in my present job
6.00	opportunity for future high-salaried job
1.77	desire to actively participate in solving problems of education
	other: Provide inservice training program in x's school; x's supt. asked x to attend and strongly encouraged same; personal challenge: desire to acquire tools, skills, confidence for leader role; learning about educators and innovative educational methods; working with intercultural history and Carver students

5. Did you prepare yourself in any special way for this CERLI program? Check all the following that apply.

Frequency tally:

	number of respondents	response
Read 1 or more books:	12	0
	1	6
	1	1
Read 1 or more journal articles:	12	0
	1	3
	1	1
Took a special course:	12	0
	2	1
Other:	10	0
	4	1
Did not prepare in any special way for this program:	10 (4 DID prepare)	0

6. How satisfied were you with the advance information provided about:

Frequency tally:

	not satisfied	satisfied
this CERLI program?	6	8
Charleston-Mattoon, Ill.?	3	11
Eastern Illinois University?	3	10
lodging?	2	11
meals?	1	11
other? (specify)	3	0

7. What information would have been helpful?

Detailed aims of CERLI and of training leaders and of the summer program(6)
No additional information (4)
More specific information about finances, credit, meals, housing--also off campus (3)
Information on search area material

8. What information should have been given on the first day that would have been helpful later on in the program?

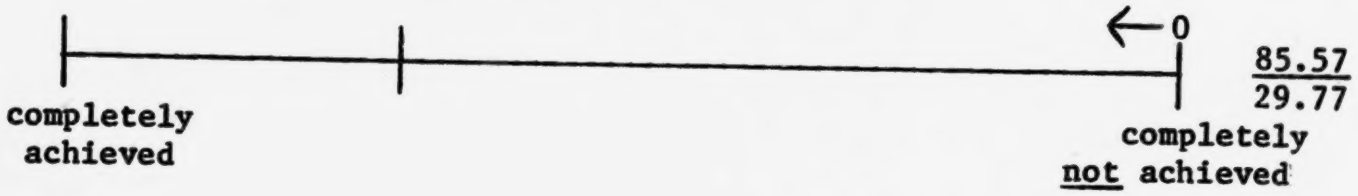
No other information (7)
CERLI's objectives--overview and thorough explanation of program (3)
Orientation to equipment
Introduction of participants
Advise participants of uneasiness of structureless society
Emphasis on growth concept--not pass--fail

9. What, in your opinion, are three important objectives of this CERLI program?

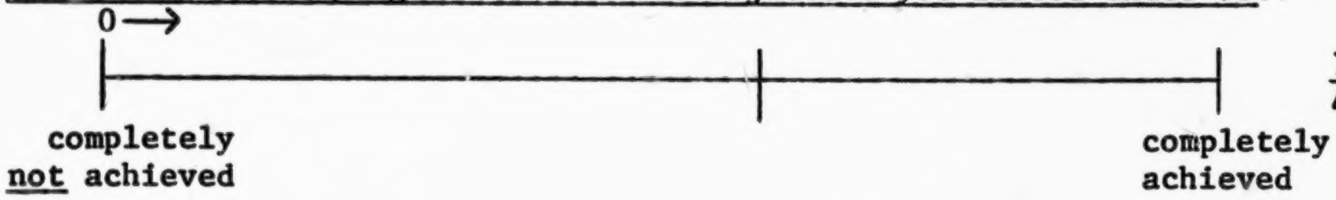
T-groups: create leaders aware of/sensitive to their perception of others and by others. Able to work with diverse personalities (10)
To train teachers to state terminal objectives, classroom goals in measurable terms (5)
To develop leadership skills (5)
To continue/follow-up the leader program (4)
To orient leaders to innovations in education (4)
To stimulate awareness of group process (3)
To facilitate adaptability of participants (3)
To collect CERLI data/research data
To improve student behavior
To develop effective communication
To develop listening habits
To promote self-confrontation

10. How well did the program achieve the objective you listed in 9a.?

Think of the horizontal line below as a measuring rod or scale running from "completely achieved" to "completely not achieved". Mark the line at that point which best indicates how well the program achieved this objective.

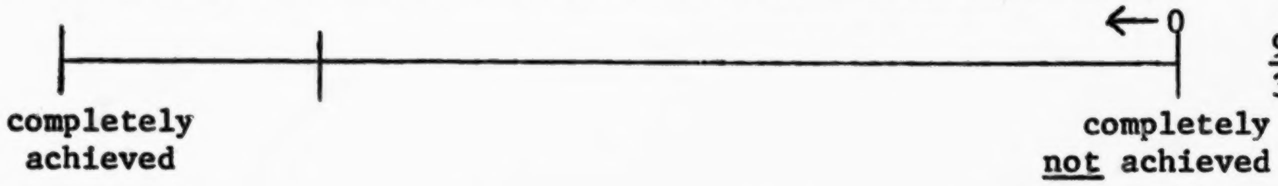


11. How well did the program achieve the objective you listed under 9b.?


0 →
completely not achieved
completely achieved

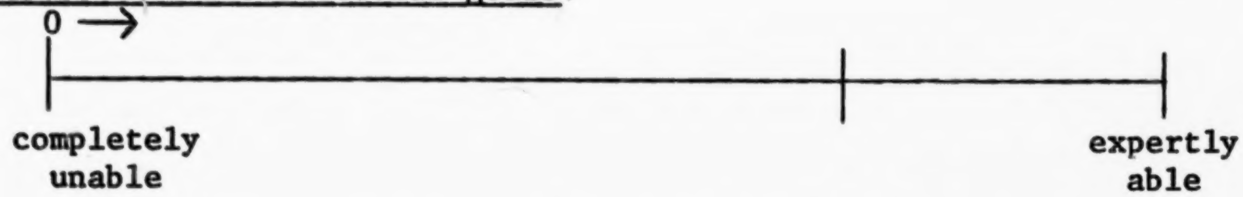
73.07
40.91

12. How well did the program achieve the objective you listed in 9c.?


← 0
completely achieved
completely not achieved

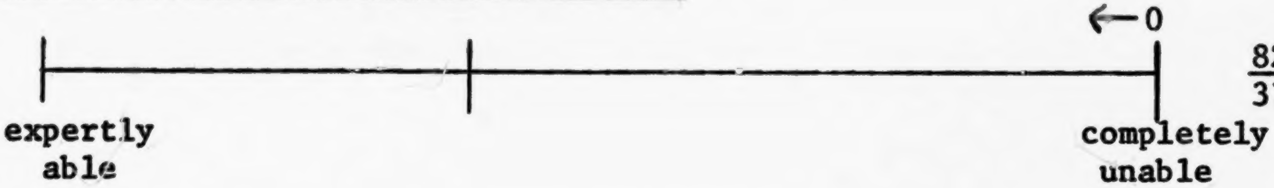
93.50
32.47

13. How well do you think the program has enabled you to help teachers select valid instructional goals?


0 →
completely unable
expertly able

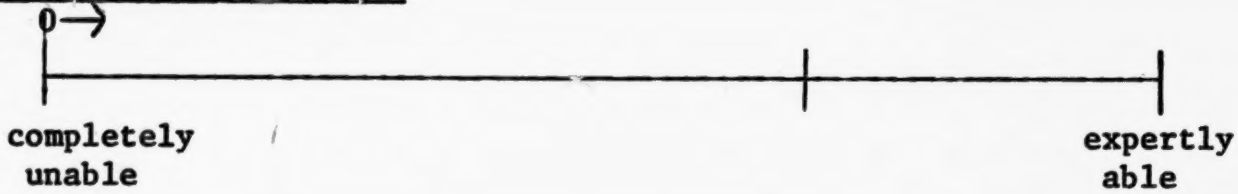
86.07
26.88

14. How well do you think the program has enabled you to help teachers define their goals in operational terms?


← 0
expertly able
completely unable

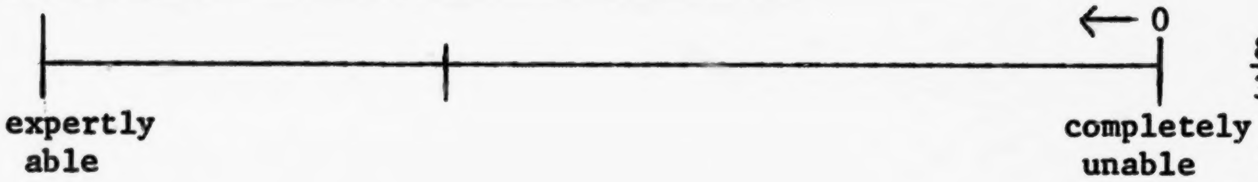
82.86
37.27

15. How well do you think the program has enabled you to help teachers select appropriate methods of collecting data for determining success in achieving their goals?


0 →
completely unable
expertly able

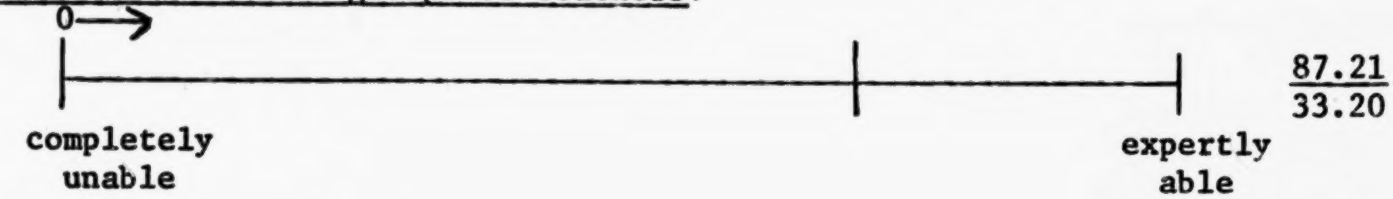
85.00
32.05

16. How well do you think the program has enabled you to help teachers find appropriate resources for their problems?

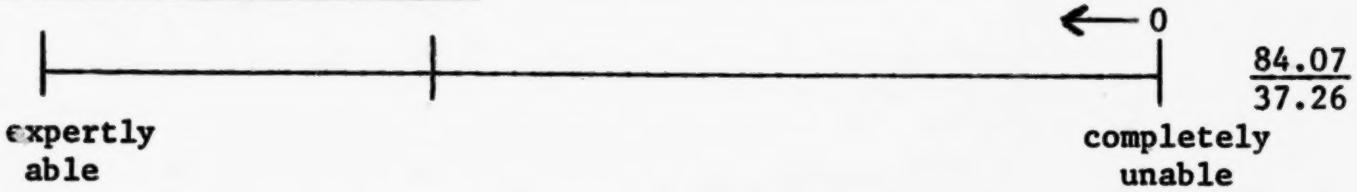

← 0
expertly able
completely unable

83.14
37.01

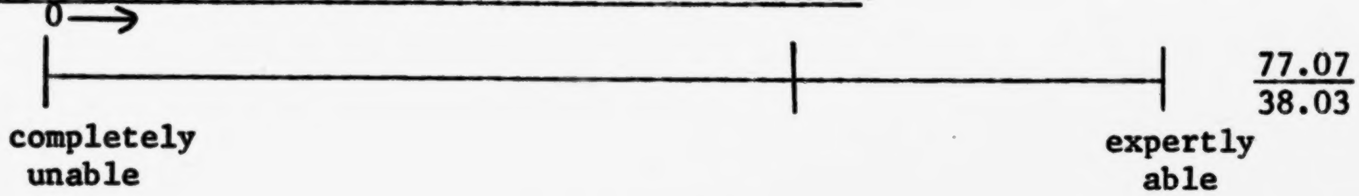
17. How well do you think the program has enabled you to conduct leader seminars with small groups of teachers?



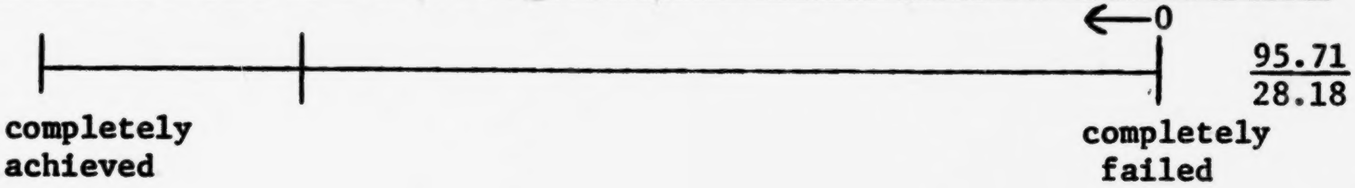
18. How well do you think the program has enabled you to understand and use confrontation techniques?



19. How well do you think the program has enabled you to implement and administer inservice leader seminars in a school?



20. All in all, how well do you think the program has achieved its objectives?



21. Indicate the degree of confidence you have in your ability to perform each of the following by circling the appropriate code number in each line.

Code

1 - Extremely confident, completely sure of ability
2 - Highly confident, one or two weaknesses in ability
3 - Confident, good general ability with some weaknesses
4 - Mildly confident, many weaknesses in ability
5 - Not confident, completely unsure of ability

							Mean:
a.	to communicate ideas	1	2	3	4	5	2.14
b.	to tell others what to do*	5	4	3	2	1	2.57
c.	to understand new concepts	1	2	3	4	5	2.43
d.	to adapt to new situations	5	4	3	2	1	1.71
e.	to make people follow order*	1	2	3	4	5	3.14
f.	to work well with others	5	4	3	2	1	1.71
g.	to organize others	1	2	3	4	5	2.43
h.	to lead others authoritatively*	5	4	3	2	1	3.00
i.	to resist the influence of others*	1	2	3	4	5	2.79
j.	to view problems in a broad sense	5	4	3	2	1	1.93
k.	to subordinate self-interest for the sake of group interest	1	2	3	4	5	2.00
l.	to make decisions	5	4	3	2	1	2.14
m.	to make others follow rules against their will*	1	2	3	4	5	3.57
n.	to understand others	5	4	3	2	1	1.86
o.	to make friends	1	2	3	4	5	2.00
p.	to be sympathetic to the problems of others	5	4	3	2	1	1.96

(*These behaviors may be regarded as undesirable in an SCE)

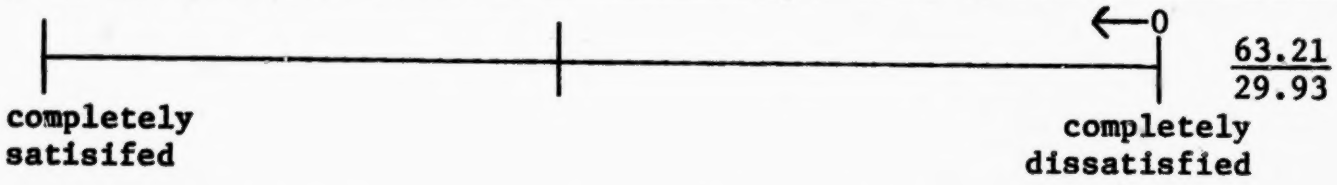
22. From the above list (question 21), pick the three qualities you believe are most important to effective leadership. (Enter the letter in front of the selected quality in question 21).

In responding to this question:

6 selected a: to communicate ideas
1 selected b: to tell others what to do
1 selected c: to understand new concepts
5 selected d: to adapt to new situations
1 selected e: to make people follow orders
5 selected f: to work well with others
1 selected g: to organize others
1 selected h: to lead others authoritatively
1 selected i: to resist the influence of others
4 selected j: to view problems in a broad sense
4 selected k: to subordinate self interest for the sake of group interest
1 selected l: to make decisions
0 selected m: to make others follow rules against their will
4 selected n: to understand others
0 selected o: to make friends
7 selected p: to be sympathetic to the problems of others

(NOTE: only one selected items b,e,h, and i respectively; none selected m---the behaviors considered undesirable in an SCE.)

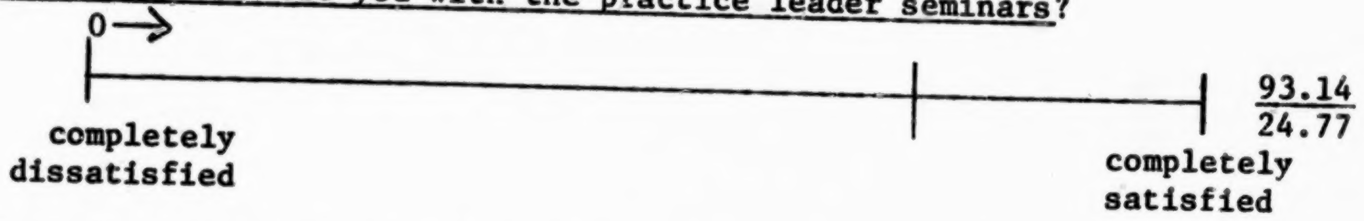
23. How satisfied were you with the practice teaching components of the program?



24. If you were running the program, how would you make the practice teaching more effective?

Make definite rules about class time, punctuality, attendance, completion of assignments (8)
Have more students (3)
Have more materials to cover student ability range (2)
Better dorm supervision so kids are punctual
Emphasize that teaching should relate to world outside classroom
Encourage student-teacher interaction
Not emphasize only the Harvard series
Teach one week at a time
Have program set up: 2 weeks--goal setting techniques
2 weeks--other educational-improving techniques
2 weeks--absorb search area materials
Let participants suggest teaching-techniques improvements

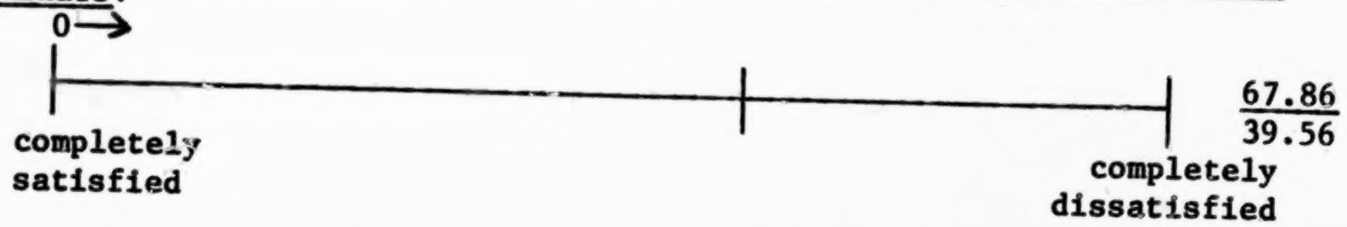
25. How satisfied were you with the practice leader seminars?


0→
completely dissatisfied
completely satisfied
93.14
24.77

26. How can the practice leader seminars be made more effective?

Rotate members of groups, staff members (6)
More real/"gut level" feedback from participants and staff (3)
Give more opportunities to play leader role (2)
Clarify duties expected of a leader (2)
Have more role-playing
Improve presentation of confrontation--goal setting to make it less artificial
No change
Present other seminar techniques besides confrontation, goal setting

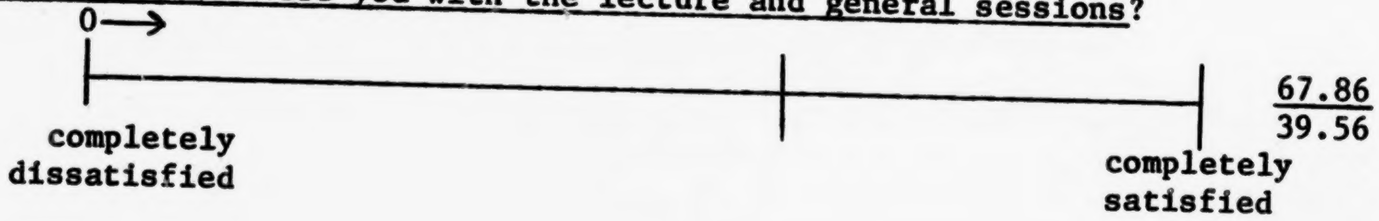
27. How satisfied were you with the staff critiques of the practice leader seminars?


0→
completely satisfied
completely dissatisfied
67.86
39.56

28. How can the staff critiques be made more effective?

Satisfied (5)
More staff rotation (2)
Staff should give positive statements, operational answers, not pose questions (2)
Felt (some) staff members not (14 objective) (6 condescending) (2)
Too little critique offered (2)
De-emphasize staff role
Staff members shouldn't have disagreed about concepts they were presenting
Critiques too superficial

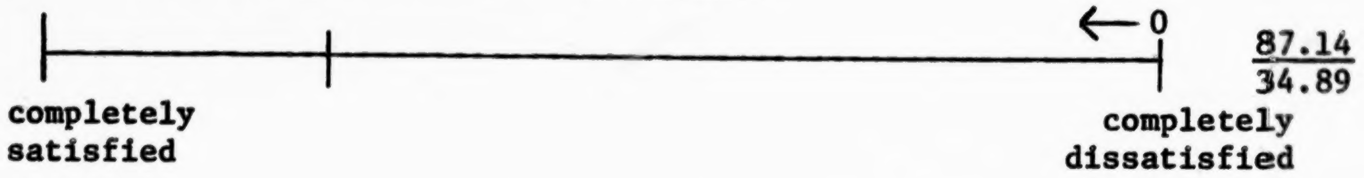
29. How satisfied were you with the lecture and general sessions?


0→
completely dissatisfied
completely satisfied
67.86
39.56

30. How can the lectures and general sessions be made more effective?

More preparation by staff--better presentation, arrangement, organization (5)
Deal with fewer topics in greater concentration (3)
Waste less time joking, getting started (3)
Start feedback earlier (2)
Prefer discussion led by speaker over lecture (2)
Use more outside resource people--Reynolds, Furbay
More variety in materials
More interesting materials
Spread out written assignments

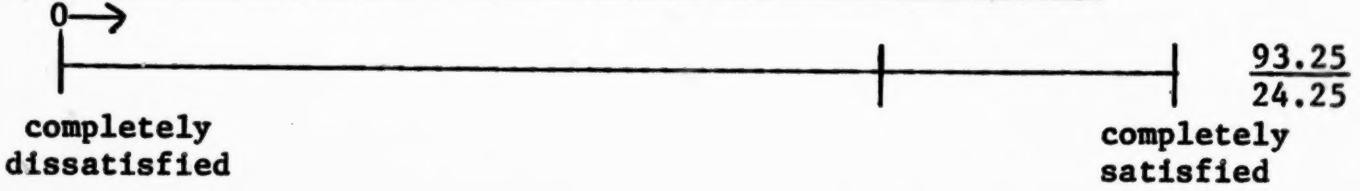
31. How satisfied were you with the search area?



32. How can the search area be made more effective?

More comfortably equipped, quiet, less crowded study area (9)
Organization to materials--files, annotated bibliography (3)
More films available
More time to use area
More variety of materials
Have a duplicating service
Explanation of group dynamics device

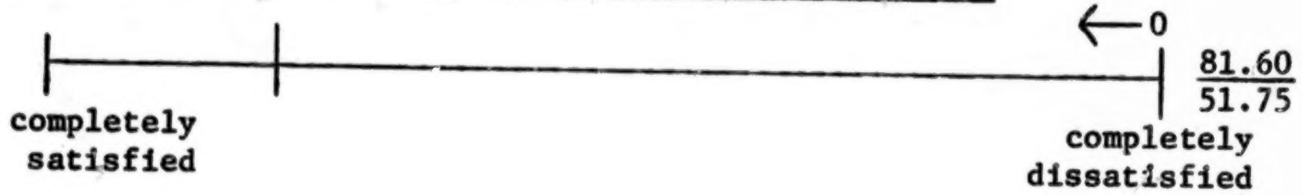
33. How satisfied were you with the evening small group sessions?



34. How can the group sessions be made more effective?

Have introduction/direction at beginning (2)
Have outside trainer (2)
Ease feeling of tension/frustration in groups (2)
Group not committed to honesty to sensitivity coordinate T-group activity in other activities
Include staff members in T-group
Have longer sessions
Meetings too tiresome at end of day
Satisfied

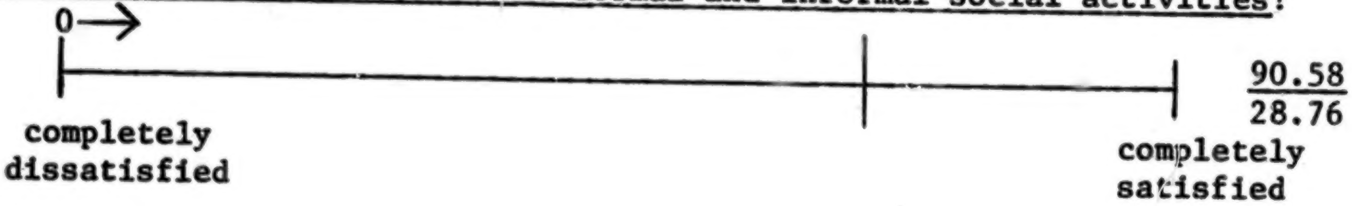
35. How satisfied were you with your housing accommodations?



36. How can the housing be improved?

House the group together, eat together (3)
Satisfied (3)
Not applicable--commuters (3)
Don't be housed with pupils (2)
Have low rates
Need key to outside door

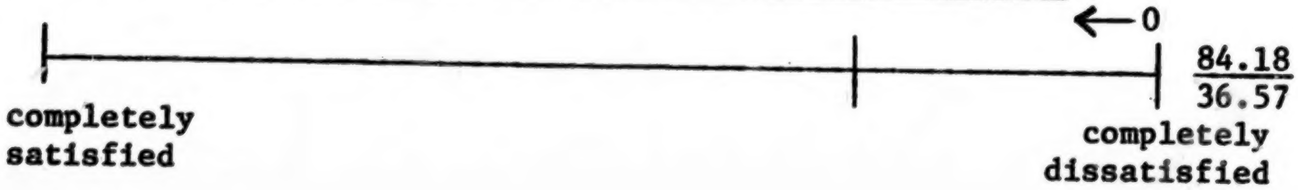
37. How satisfied were you with the formal and informal social activities?



38. How can the social activities be made more effective?

Greater variety of activities--something besides drinking (4)
Desire more togetherness and participation (3)
Staff should participate along with trainees (3)
Formally planned rather than impromptu activities
Staff should not force its norms on participants

39. How satisfied were you with the meals and meal arrangements?



40. How can the meals and meal arrangements be improved?

Have less expensive meals (3)
Have better food (3)
Make it clear that meal tickets were an option to cash payment (2)
Satisfied
Prefer cafeteria style
Meal ticket too costly for amount of food one can eat

41. Next year if CERLI conducts another leader training program of the same total length of time (i.e. 6 weeks), would you recommend that each listed activity be given about the same amount of time as this year, or that it be increased or reduced in time?

(Please check one in each line, and remember that the total time is fixed).

Activity	I recommend: More time +	About same as this year	Less time -	Mean:
a. practice teaching	2	9	3	2.07
b. leader practice	11	3	0	1.21
c. leader seminars	8	6	0	1.43
d. staff critique of leader seminars	8	5	1	1.50
e. general lecture sessions	1	5	7	2.46
f. search area period	5	6	3	1.86
g. evening groups	3	7	4	2.07
h. social mixing	2	11	0	1.85
i. free time	11	3	0	1.21
(Values =	1	2	3)	

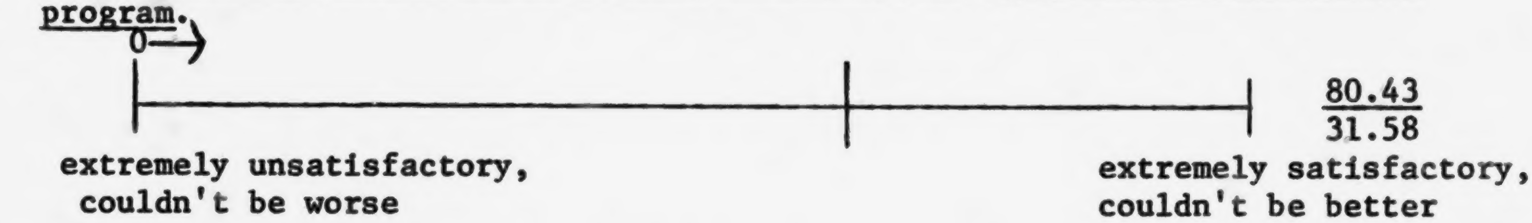
42. Please rate the coverage of substantive content in the program as follows (circle one code in each column):

I:	II:	III:
1 = too advanced	I = too general	A = insufficient amount
2 = about right	II = about right	B = about right
3 = too simple	III = too detailed	C = disproportionately large amount

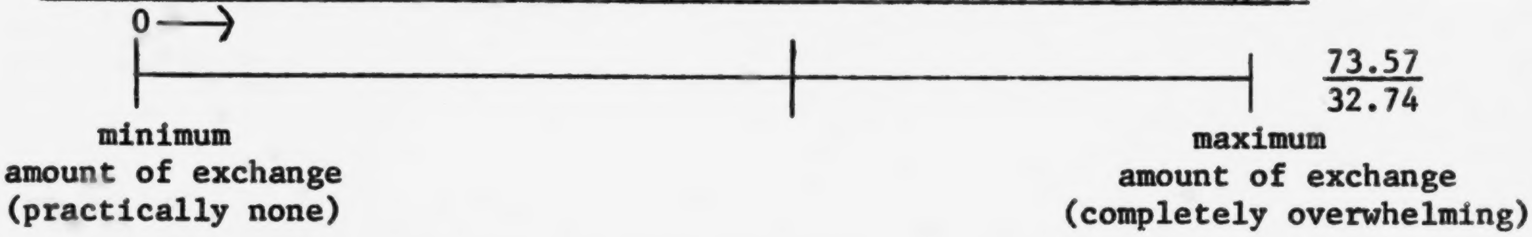
Topic:	I:	II:	III:
a. goal establishment methodology	1 2 3	I II III	A B C
b. data collection methodology	2 3 1	II III I	B C A
c. resource methodology	3 1 2	III I II	C A B
d. small group processes	1 2 3	I II III	A B C
e. confrontation techniques	2 3 1	II III I	B C A
f. group functioning	3 1 2	III I II	C A B
g. administrative methodology	1 2 3	I II III	A B C

"Mean" ratings:	I:	II:	III:	"Mean of Means":
a. goal establishment methodology	2.29	1.79	1.93	2.00
b. data collection methodology	2.36	1.64	1.43	1.81
c. resource methodology	2.08	1.64	1.64	1.79
d. small group processes	2.23	1.64	1.93	1.93
e. confrontation techniques	2.14	2.00	1.79	1.97
f. group functioning	2.14	1.79	2.21	2.04
g. administrative methodology	2.46	1.36	1.38	1.73

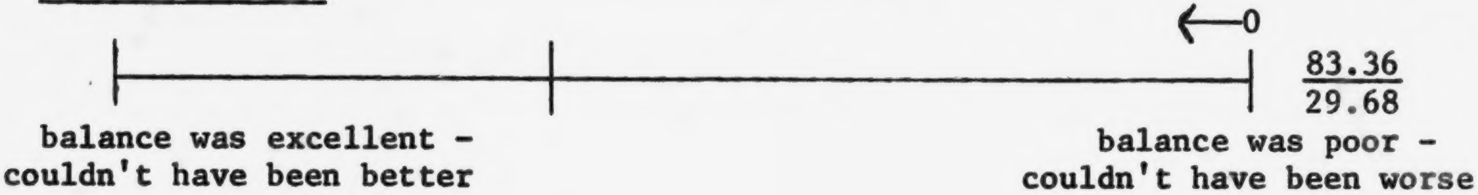
43. Please rate your overall satisfaction with the substantive content of the program.



44. How much exchange of information and concepts - that is, cross-fertilization of ideas - took place among your fellow members of the program?



45. Think now of the balance achieved by the program in meeting your specific needs as compared to meeting the needs of the group in general. How would you judge the balance achieved by the program in meeting these different needs?



46. Was any person connected with the program impolite, discourteous, or rude to you or to any member of the group?

8 no

6 yes

47. Space for additional comments on question 46:

Better screening of participants--keep out problem participants (3)

Have a course in human relations

Situation not intellectually stimulating (#16) made me tense and bored

One staff member ignored me (#14) One participant unable to function with reality and hurt many students and trainees

#16 and Nick Louis were objectionable (#5)

48.-59. The following questions refer to how adequately the program was administered by the staff. Circle the letter following each question to indicate rating of adequacy using the following code:

A = extremely adequate; better than expected
B = adequate; about as expected
C = adequate but less than expected
D = inadequate; much less than expected

48.	practice teaching arrangements	A	B	C	D
49.	beginning sessions on time	D	C	B	A
50.	carrying out sessions as scheduled	C	A	D	B
51.	changing schedule to meet group needs	B	D	A	C
52.	providing advance information on program changes	A	B	C	D
53.	maintaining objective relationships with group members	B	D	A	C
54.	helping group members with their special program needs	C	A	D	B
55.	helping group members with their special personal needs	D	C	B	A
56.	providing requested resources or facilities	A	B	C	D
57.	social mixing with group members	B	D	A	C
58.	resolving conflicts among group members	C	A	D	B
59.	other (specify)__________________	D	C	B	A

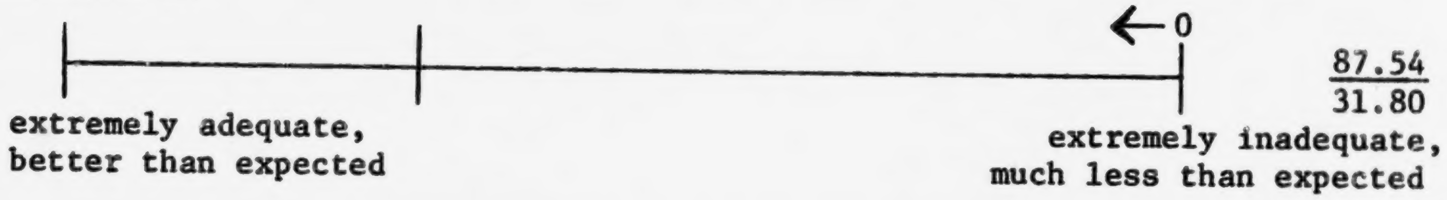
FREQUENCY Tally:

48. A = 1; B = 5; C = 2; D = 6 Mean = 2.93
49. D = 2; C = 6; B = 6; A = 0 Mean = 2.71
50. C = 2; A = 1; D = 2; B = 9 Mean = 2.36
51. B = 6; D = 0; A = 7; C = 1 Mean = 1.57
52. A = 3; B = 9; C = 2; D = 0 Mean = 1.93
53. B = 5; D = 1; A = 6; C = 2 Mean = 1.86
54. C = 1; A = 8; D = 2; B = 3 Mean = 1.79
55. D = 2; C = 1; B = 1; A = 10 Mean = 1.64
56. A = 6; B = 7; C = 1; D = 0 Mean = 1.64
57. B = 6; D = 0; A = 5; C = 3 Mean = 1.86
58. C = 2; A = 3; D = 4; B = 5 Mean = 2.50
59. Only two participants responded:
"Professional assessment of participants" (C)
"Being human" (A)

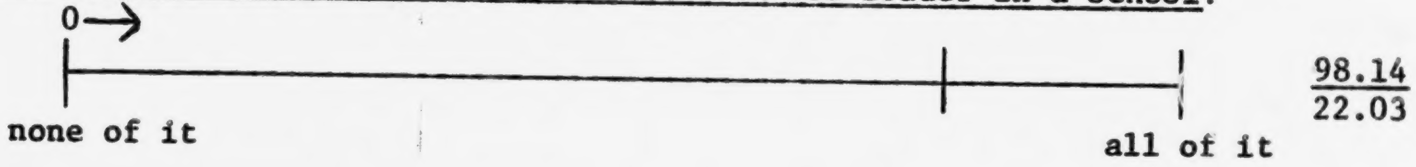
60. Space for additional comments about the administration of the program on the CERLI staff:

Better organization of rooms, materials, etc.
Give individual help to participants
More definite structure to general sessions
Staff was found to be honest and program enabled participant to find own effective teaching practice
Satisfied with resident staff--visiting staff often lacking
Satisfied
Satisfied, but staff appeared condescending at first

61. All in all, please indicate how you would rate the administration of the program.


0
extremely adequate, better than expected
extremely inadequate, much less than expected
87.54
31.80

62. About how much of what you learned in this program will you be able to use when you begin functioning as an inservice leader in a school?



63. Looking back over the entire program, what specific part or thing was of greatest interest to you?

T-groups (3)
T-groups and seminars (2)
Confrontation--goal setting in operational terms (2)
Seminars
T-groups and leadership role
Programmed instruction lecture and establishing of teaching goals in operational terms
Objective behavioral measurement
Overcoming personality faults (#16)
Involvement with students especially Carver students
Presentation of resource references on group dynamics
Approach of using teachers to train teachers to improve their behavior

65. What kinds of activities (lectures, discussions, substantive content, seminars, small group sessions, etc.) should be eliminated from the program if it is given again to another group similar to yours?

General session topics--concentrate on a few rather than skim many (4)
Shorten evening sessions (#16) (2)
Questionnaires
No elimination--but more variety
General sessions--many irrelevant, too long
Hostility and apathy to program
T-groups--waste of time

66. What kinds of activities should be added, that were not included in the program you have just completed?

More free time
Librarian--person to help trainees use search area materials
More time for small groups
Lecture on human relations
More time on techniques--like problem-solving
Substitute oral tasks for questionnaire
More about group process activity
More on goal evaluation and measurement, constructing instruments to measure
Start group activity in course about support designs and search area designs earlier than last week of session
Activities were illiterate--add something of aesthetic nature

67.-71. (Values assigned to choices in the following questions indicated in parentheses.)

67. Was the size of the group in the program too large, too small, or about right?

_(3)_ too large _(1)_ too small _(2)_ about right/Mean: 1.86

68. How would you rate the size of the leader practice seminar groups?

_(3)_ too large _(1)_ too small _(2)_ about right/Mean: 1.79

69. How about the total length of the program: do you feel it was too long, too short, or about right?

_(3)_ too long _(1)_ too short _(2)_ about right/Mean: 2.14

70. How has this program matched your expectations?

(3)_ better than expected _(2)_ about what I expected (1)_ not as good as expected/Mean: 2.43

71. Do you expect to implement an inservice leader seminar program for teachers in your school?

(2) yes (1) no/Mean: 2.00

72. After returning to their schools, some leaders have reported problems in implementing and administering inservice leader seminars. How much difficulty, if any, do you expect with each of the following?

Code

1 extreme difficulty
2 moderate difficulty
3 minor difficulty
4 little or no difficulty

		Circle one:				Mean:
a.	shortage of facilities (space, office supplies, etc.)	1	2	3	4	2.15
b.	shortage of funds	4	3	2	1	1.92
c.	pressure of regular duties	1	2	3	4	2.38
d.	lack of support from management or officials	4	3	2	1	3.08
e.	resistance to change by colleagues	1	2	3	4	2.23
f.	lack of authority	4	3	2	1	3.23
g.	inadequate training	1	2	3	4	2.92
	other (specify)					
h.	Informality (1 entry)	4	3	2	1	2.00
i.	follow-up (1 entry)	1	2	3	4	1.00
j.		4	3	2	1	

73. Ideally, what follow-up activities do you expect from CERLI to help you succeed in implementing and then administering an inservice leader program?

Letters, newsletter, brochures (4)
Phone or mail consulting service (4)
Visits (3)
Regular general meetings/conferences (3)
Expect all support designs the group perceived to be in operation (3)
Phone calls (2)
Expect to receive new information (2)
None; but would like aid in self-evaluation in regard to participation in seminars
Reading material lists, tapes

74. Mark the line below at the point which best indicates the degree of your satisfaction with the program as a whole

0 →

very unsatisfactory

92.57
24.76

very satisfactory

75. Please write a short summary of your own personal reactions to this program. Mention anything, whether or not covered in the questions above, you liked best and also the things you disliked or thought of little importance.

...I got a lot out of the program in terms of really looking at myself closely and having others make just and fair comments on my personal and professional behavior.
I am most impressed with the summer program because of the level of honesty that the staff maintained throughout the six-weeks.
I feel that I have much more self-confidence and ambition to do what I can and to encourage others to change and improve education.
I was able to come to grips with the disappointments and anxieties in my work and thus be confident enough to try new behavior and accept other dissimilar behavior.

...I especially enjoyed the friendly attitude of the staff and their ability to place everyone on an equal level in the realm of acceptance.
I shared a feeling in the early days of the workshop that information and material were being made available to the participants in too small amounts; then the reverse near the end in the rush to get everything completed. I felt that earlier confrontation of the group by the objective would have provided more time to absorb and prepare the final design documents in a more presentable form with better understanding. This is the common failing of all of us as teachers or leaders. We tend to under-estimate the ability of our students or participants to perform.

...I found this to be a very rewarding experience for perception into my behavior as seen by others and myself and the affect it has on others in relation to the effect I am striving for.
There was a very capable staff but it was over-burdened in many respects--pressures by home base staff, researchers, participants, personal situations outside the institute. They did their best and I'm very proud to have worked with each of them.
I disliked the fact that screening of participants was not adequately met. This has been a trying experience for all.

...I feel that the program should be longer so that the role of the Leader could be strengthened. I realize that the best experience is in the field, but I am fearful that some of the participants are going to run into difficulties they can't handle. This in turn reflects on CERLI and the entire idea of continuing education.
More work should be done in the area of goal setting--ability to state operational terms that can be measured.
Last but not least--I wish you luck on selecting participants.

...Six weeks seemed to be too much time to learn the leadership and confrontation techniques.
The seminars at times were interesting; other times we were bored.
One person always set the tone for the seminar: it was her way or nothing else.
We could have done more role playing in the seminars which would have been a help. I liked the general sessions on Programmed Instruction and Problem Solving.
I didn't like the meetings not starting on time. I didn't like the students' attitude toward coming to class--they were late and several times didn't come.

...The approach to improvement in teaching by objective measurement of teacher behavior and related student behavior is an appealing process.
Teachers with problems and real desire to solve those problems will accept the group seminar process and see it as a resource in their school for helping teachers.

...I think I have well covered everything of importance in the foregoing items of things I liked and disliked. I think, however, the business of being seen as others see you may be important to us everyone rather than "you but not me" attitudes.

...I thought the goal setting techniques and procedure were good. These were not very well explained but were gradually picked up. I do wish we could have interchanged with other groups. I also thought other inservice ideas could have been presented in much more depth. I was disappointed in this ex-forced field analysis, inquiry, group dynamics etc. A few of these in more depth would have helped. When some of these were presented in an afternoon session, the staff member, many times, seemed not to be prepared or have little background in the area. I believe six-weeks is a little too long for this program. All in all I enjoyed the program and think I did receive benefits from it.

...The program has reinforced some of my own thoughts as well as helping me to crystallize much of my own thinking. The emphasis on the questions: What do you want to do; why do you want to do it and how can you tell if you have done it or not was most appropriate. These seem to me to be crucial to education as well as to anything else. I like very much the corresponding emphasis on the fact that it is the teacher who must confront himself with these questions, that goal setting and the seminar approach are a process not a technique, and that as leaders we are supporters, not directors within that process. To the staff I would suggest in the beginning, less grouping of staff members and less bantering in the jargon that participants are not familiar with. Also, less emphasis on partying as it seems at times as if this, rather than the program, is one of your greatest concerns.

...The thing that amazed me the most was closeness of group (a couple of exceptions) and the concern of the group for one and another. I gained a lot of personal confidence in this experience and a better idea of how people feel about me. I have become more aware of the feelings and actions of other people. I have gained some life-long friends.
I disliked the conflicts between members of the group. I feel that we all lost a little because of it. The lack of preparation on occasion bothered me. In social activities I felt the staff was forcing their norms on individuals and the group.

...I feel very unsure of myself, my ability to communicate my thoughts and feelings as I intend them. These weeks have been one long frustrating confrontation.
I wish I were more objective. I'm really confused.
I do feel the members of my T-group--including staff--have a sincere regard for me and I appreciate that. So many personal issues are unresolved.
I frequently reject the data, but not the source, and so get nowhere--who's right? Maybe I'm out of touch with reality!
I've not lost confidence in my skills in the real world, but I wonder if I'll have the same problems there that I've had here and lose what self-esteem I now cling to. Maudlin!

...The program was most helpful to me in the area of interpersonal relations with certain individuals. I have gained some insights to my weakness and strengths. The awareness of a weakness can be compensated for in many areas. Pat was seen most attentive when I was involved with a conflict with another staff member. I feel I have just begun to learn about Leader of Continuing Education training. I am looking forward to the follow-up seminars. Thank you very much.

...Many times I find myself in a state of dissatisfaction about an activity. This is not the case at this time.
I appreciate the help the staff has given me, the support of good friends, and the enjoyment of their companionship.
While not telling me what to do, the program helped me to find out how, once I knew within myself what I wanted to accomplish.
I am probably more satisfied with life in general after this summer and I wish only to say, "Thank-you". This has been a moving experience for me and I will never forget my summer with the CERLI people at Charleston.

...I felt that I was not part of the group to a great extent, since my background was intellectually oriented. I felt that most of the participants were not scholarly people and I had to make great efforts to listen to some of the conversations. Many of them were types with whom I would not normally associate--so I had to make great efforts to adapt myself to the climate. I would like to see some type of outlet for various personality types. I felt that the value system of the group was being imposed upon me to a great extent. This I felt was dramatically opposed to the CERLI credo. In an effort to remove structure--I felt that another was imposed.

Appendix D: Participant Re-Evaluation Exercise

Re-Evaluation Exercise On The

CERLI Specialist of Continuing Education Training Program

Charleston, Illinois July-August, 1968

Instructions:

During the weeks which have passed since your completion of the program, you have probably thought about the training program in which you participated.

This form is designed to receive your opinions, judgments, and suggestions, now, about the training you received.

Because this is not a test there are no right or wrong answers. We simply want to know your true feelings and reactions to your experiences during this program, now, so that future programs will get the benefit of your ideas and suggestions.

Please answer every question, and if you wish, write additional comments next to the question or on the back of the page.

THANK YOU VERY MUCH FOR YOUR COOPERATION

CERLI-AI-6-2A September, 1968

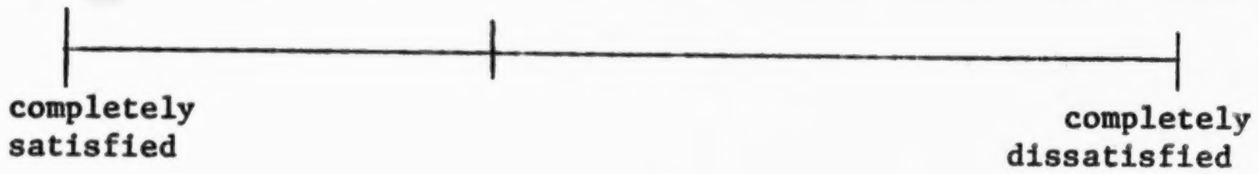
1. Indicate the degree of confidence you have in your ability to perform each of the following by circling the appropriate number in each line:

1 = Extremely confident, completely sure of ability
2 = Highly confident, one or two weaknesses in ability
3 = Confident, good general ability with some weaknesses
4 = Mildly confident, many weaknesses in ability
5 = Not confident, completely unsure of ability

. . . .

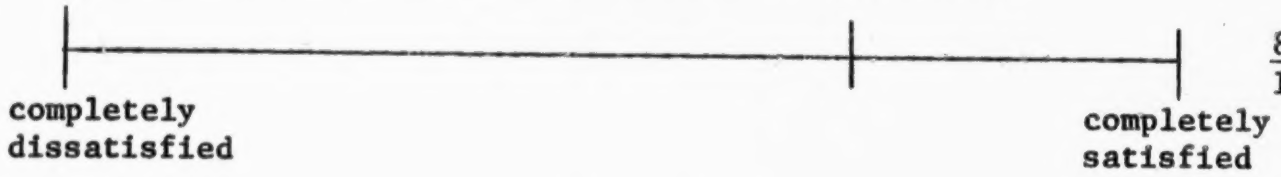
							Mean:
a.	to communicate ideas	1	2	3	4	5	2.5
b.	to understand new concepts	1	2	3	4	5	2.3
c.	to adapt to new situations	5	4	3	2	1	2.6
d.	to work well with others	5	4	3	2	1	2.6
e.	to organize others	1	2	3	4	5	2.5
f.	to view problems in a broad sense	5	4	3	2	1	2.9
g.	to subordinate self-interest for the sake of group interest	1	2	3	4	5	2.9
h.	to make decisions	5	4	3	2	1	2.1
i.	to understand others	5	4	3	2	1	2.9
j.	to make friends	1	2	3	4	5	2.3
k.	to be sympathetic to the problems of others	5	4	3	2	1	2.6

2. How satisfied were you with the practice teaching components of the program?



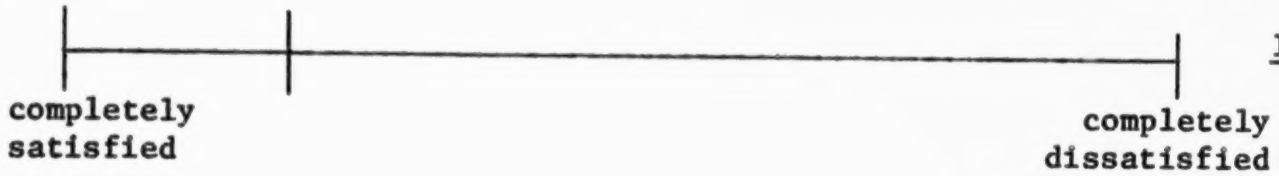
78.0
24.58

3. How satisfied were you with the practice leader seminars?



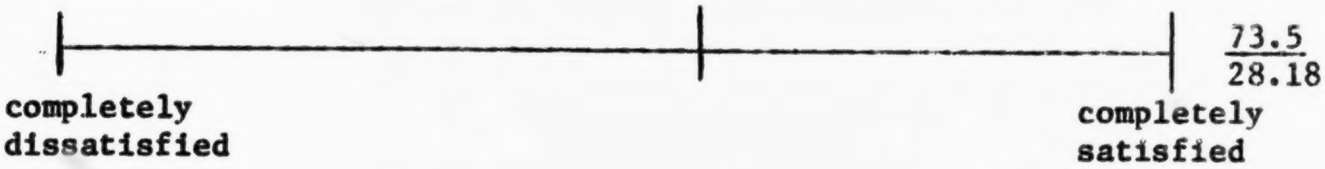
89.8
16.94

4. How satisfied were you with the staff critiques of the practice leader seminars?

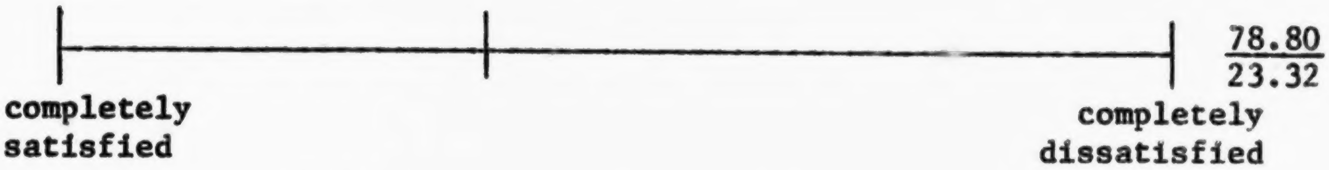


100.5
17.15

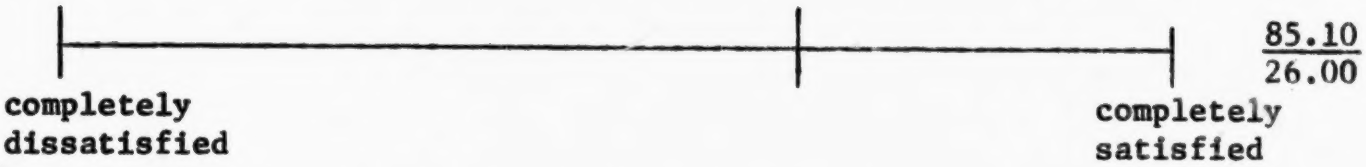
5. How satisfied were you with the lecture and general sessions?



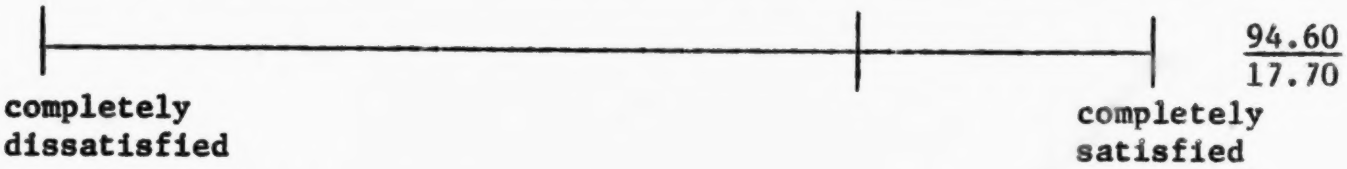
6. How satisfied were you with the search area?



7. How satisfied were you with the evening small group sessions?



8. How satisfied were you with the formal and informal social activities?



9. If CERLI conducts another leader training program of the same total length of time (i.e. 6 weeks), would you recommend that each listed activity be given about the same amount of time as this year, or that it be increased or reduced in time?

(Please check one in each line, and remember that the total time is fixed).

	I recommend:			
	More time	About same as this year	Less time	
value=	+1	2	-3	Mean:
a. Practice teaching	____	____	____	2.3
b. Leader practice	____	____	____	1.2
c. Leader seminars	____	____	____	1.6
d. Staff critique of leader seminars	____	____	____	1.4
e. General lecture sessions	____	____	____	2.5
f. Search area period	____	____	____	2.1
g. Evening groups	____	____	____	2.2
h. Social mixing	____	____	____	2.0
i. Free time	____	____	____	1.8

10. **Please rate the coverage of substantive content in the program (circle one code in each column):**

I:	II:	III:
1 = too advanced	I = too general	A = insufficient amount
2 = about right	II = about right	B = about right
3 = too simple	III = too detailed	C = disproportionately large amount

	Topic:	I:			II:			III:		
a.	Goal establishment methodology	1	2	3	I	II	III	A	B	C
b.	Data collection methodology	2	3	1	II	III	I	B	C	A
c.	Resource methodology	3	1	2	III	I	II	C	A	B
d.	Small group processes	1	2	3	I	II	III	A	B	C
e.	Confrontation techniques	2	3	1	II	III	I	B	C	A
f.	Group functioning	3	1	2	III	I	II	C	A	B
g.	Administrative methodology	1	2	3	I	II	III	A	B	C

	"Mean" ratings:	I:	II:	III:
a.	Goal establishment methodology	2.1	1.6	1.6
b.	Data collection methodology	2.4	1.6	1.3
c.	Resource methodology	1.9	1.7	1.5
d.	Small group processes	2.2	1.6	1.6
e.	Confrontation techniques	2.2	1.6	1.6
f.	Group functioning	2.2	1.4	1.4
g.	Administrative methodology	2.1	1.9	1.9

11. **Please rate your overall satisfaction with the substantive content of the program.**

$\frac{82.50}{27.64}$

extremely unsatisfactory,
couldn't be worse

extremely satisfactory,
couldn't be better

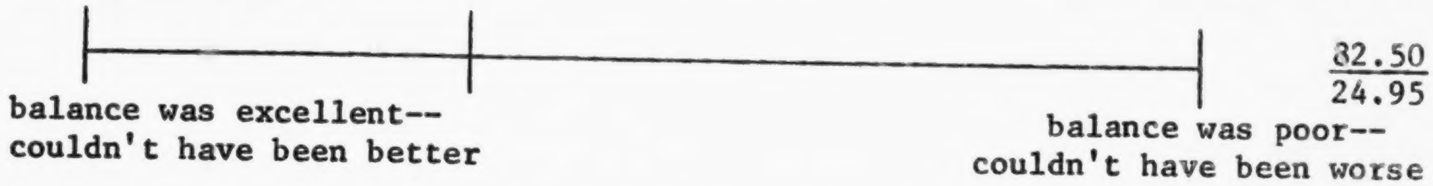
12. **How much exchange of information and concepts--that is, cross fertilization of ideas--took place among your fellow members of the program?**

$\frac{80.80}{32.58}$

minimum
amount of exchange
(practically none)

maximum
amount of exchange
(completely overwhelming)

13. Think now of the balance achieved by the program in meeting your specific needs as compared to meeting the needs of the group in general. How would you judge the balance achieved by the program in meeting these different needs?



14. What, in your opinion, were three important objectives of this CERLI program?

Sensitivity and Personality Change

Ability to be honest with your self and others (2)
To develop in the participants a willingness to change
To have participants work in an unstructured climate, thus being able to see that of chaos effective action frequently springs
Gain insight into how they (individuals) affect others
Each individual develops at his own rate and to his own potential
To try new behavior patterns without fear of failure--especially in a peer group
To be receptive to the needs and frustrations of fellow teachers
Making the participants aware of our shortcomings in attitudinal behavior through sensitivity training
To develop within the participants the skill to view objectively and with temperance the needs of the schools and especially teachers in the area of classroom behavior

Promote Innovation via Teachers

Promote new ideas in teacher education
To get teachers to learn new classroom techniques
Overall object of CERLI is to improve education by starting with teachers

Train Leaders, Especially in Specific Skills

To train people to become Specialists in Continuing Education by presenting them with the opportunity to practice the process of goal setting, confrontation and evaluation
Hopefully develop leaders for schools, who could provide leadership in bringing about behavioral change (when needed) in teachers
To train participants in the tactics of an effective SCE along the lines of group interaction, self-confrontation and innovation

New Programs

Develop a training package (3)
To provide a self-perpetuating plan of group seminars for teacher improvement

Confrontation

To make educators aware of their need for apathy of disadvantaged youngsters (sic)
To get teachers to have a plan of self-assessment and evaluation, to take a closer (look) at their teaching objectives, student behavior and teaching behavior. (2)

15.-26. The following questions refer to how adequately the program was administered by the staff. Circle the letter following each question to indicate rating of adequacy using the following code:

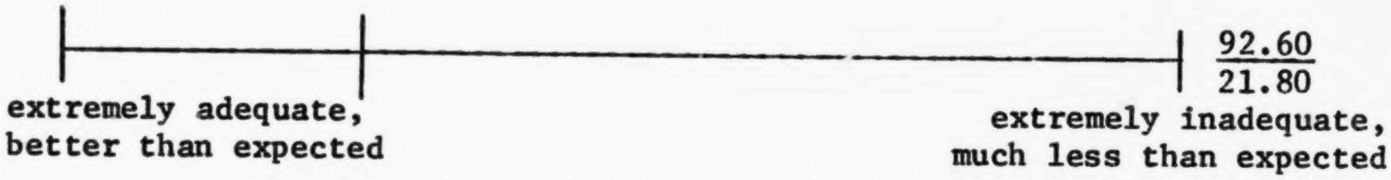
A = extremely adequate; better than expected (value=1)
B = adequate; about as expected (value=2)
C = adequate but less than expected (value=3)
D = inadequate; much less than expected (value=4)

						Mean:
15.	practice teaching arrangements	A	B	C	D	2.3
16.	beginning sessions on time	D	C	B	A	2.5
17.	carrying out sessions as scheduled	C	A	D	B	2.1
18.	changing schedule to meet group needs	B	D	A	C	1.7
19.	providing advance information on program changes	A	B	C	D	2.1
20.	maintaining objective relationships with group members	B	D	A	C	1.7
21.	helping group members with their special program needs	C	A	D	B	1.9
22.	helping group members with their special personal needs	D	C	B	A	1.6
23.	providing requested resources or facilities	A	B	C	D	1.7
24.	social mixing with group members	B	D	A	C	1.5
25.	resolving conflicts among group members	C	A	D	B	2.2
26.	other (specify)__________________________	D	C	B	A	

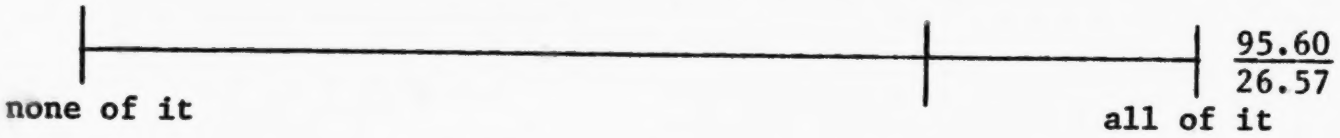
27. Space for additional comments about the administration of the program on the CERLI staff.

The CERLI staff was very informal and receptive to the needs of the participants. However, some of the participants were unable to function properly within the group (staff and participant) norms.
Too much time spent on "writing a program for Washington" and staff's own internal problems the last two weeks of the institute.
More work in the area of entry.
Staff frequently playing it by ear with content materials. Sessions incomplete on occasion.
Administration and staff too concerned with their social contacts of the evening before and made frequent references with cliches of which many participants were ignorant.
General tone of comments among participants (on this) was complimentary.

28. All in all, please indicate how you would rate the administration of the program.



29. About how much of what you learned in this program will you be able to use when you begin functioning as an inservice leader in a school?



30. Looking back over the entire program, what specific part or thing was of greatest interest to you?

Sensitivity training (3)
Leader seminars--putting cognitive input into action and it was then evaluated by the group or staff
Opportunity to operate audio-visual equipment, especially video tape
The insight in my own behavior, initiated in T-group but continued at Elks Club
Confrontation with myself
Recognizing need to set terminal goals in behavioral terms
Establishing goals (measurable) as a leader and developing skills in confrontation and goal setting

31. What specific part or thing was of least interest to you?

Nightly social get-togethers at the local pub (to my knowledge) should have been more subtly publicized. Educators should at least be discreet enough not to publicize their secret sins to all (sic)
Felt the social hour was imposed upon people
T-groups
General sessions
Some general sessions vague and uninteresting for me--I was not involved
Demonstration of special equipment and supplies used in teaching reading
Filling out these forms
Training program should be longer
Seminar degenerated into rote exercise (our fault) real issues were avoided or at best treated surfacely (our fault)

32.,33. (Values assigned to choices in the following questions indicated in parentheses)

32. How about the total length of the program: do you feel it was too long, too short or about right?

(3) too long (1) too short (2) about right/Mean: 2.0

33. How has this program matched your expectations?

(1) better than expected
(2) about what I expected
(3) not as good as expected
Mean: 2.4

34. We recognize that some problems may arise in implementing and administering inservice leader seminars. How much difficulty, if any, do you expect with each of the following (circle one number in each item):

1 = extreme difficulty
2 = moderate difficulty
3 = minor difficulty
4 = little or no difficulty

. . . .

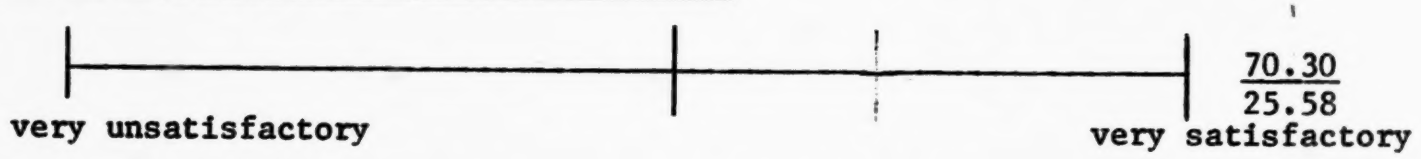
						Mean:
a.	shortage of facilities (space, office supplies, etc.)	1	2	3	4	2.3
b.	shortage of funds	4	3	2	1	2.1
c.	pressure of regular duties	1	2	3	4	2.7
d.	lack of support from management or officials	4	3	2	1	3.0
e.	resistance to change by colleagues	1	2	3	4	2.5
f.	lack of authority	4	3	2	1	3.1
g.	inadequate training	1	2	3	4	2.6
	other (specify)					
h.	________________	4	3	2	1	
i.	________________	1	2	3	4	
j.	________________	4	3	2	1	

35. Ideally, what follow-up activities do you expect from CERLI to help you succeed in implementing and then administering an inservice leader program?

More T-group experiences (2)
More information in the use of new instruments (2)
Almost all implementation may be expected from CERLI due to the great amount of time that has expired since the Institute training unless there is an adequate review during our October conference
Suggestions which are being, or have been, used with some degree of success by others (Exchange of ideas which are practical)
Suggestions for group process exercises
Definite instructions concerning definite activities which should be attempted
Survey instruments to be prepared by CERLI for use in evaluating the program
Probably won't have any program in this area
Three workshops
List of materials and books

Support by listening to problems that may be encountered (Most valuable service simply offering the security of being available if help is needed)
I feel self-sufficient in most areas
Advise in handling particular problems
Assistance as consultants, process observers
Practice in designing and implementing entry and operational activities

36. Mark the line below at the point which best indicates the degree of your satisfaction with the program as a whole.



37. Please write a short summary of your own personal reactions to this program. Mention anything, whether or not covered in the questions above, you liked best and also the things you disliked or thought of little importance.

...What a difference a month makes! In retrospect I realize how valuable the program was to me, personally and professionally. I see now the reasons for my dissatisfactions and frustrations were caused by my own feelings of inadequacy and unrealistic goals for myself and others. I rationalized and projected and fantasized my way through much of those six weeks! Now that I'm functioning in the field, I find much of the program applicable to my seminars. Bouquets to three staff members in particular: Russ, Ruth and Jan. Their support as staff and warmth as people were of great help to me.

...Very definite negative reactions concerning any value at all received from T-group sessions. Seminars involving confrontation and goal setting could have been of much greater permanent value if the various procedures utilized by different members of the group could have been lifted from the tape recordings, cataloged, and those considered to be most successful, utilized as models for demonstration purposes for the other participants.

...Liked the program because it wasn't what I had expected. Really liked the informality of the staff and its encouragement of new behavior from the participants. The part-time staff members were not however too helpful and they did not really contribute to my favorable opinion of the session. Wish my T-group session had been more effective. Enjoyed the seminars because I was forced to consider the needs of each member and I had to use tact to get the results that I wanted. This particular experience has been a great deal of help to me already.

...The classroom teaching and following seminar were really basic activities in understanding the purpose of the program. To see oneself objectively is always relevant for self-improvement. I enjoyed the T-groups because here one could feel free to pour out our feelings under conditions where there would be a friendly and sympathetic atmosphere.

...Carry-over into the regular school program week. Ideas of program highly acceptable but most teachers shy away--reasons for not participating numerous, but most frequent are time and credit. CERLI must have more say in its selection of participants.

...I felt the program did a lot for me personally. I gained a considerable amount of self-confidence in dealing with people. I am far more receptive to change. I felt that there was a need for more input on how to deal with a seminar (things to look for and ways to work them out.) Times I felt that the group tended to destroy individualism. Another problem was the fact that several individuals were commuting and consequently they had other interests.

...It is extremely interesting to observe the similarity of direction in plans for improvement in education being taken by educators all over the country, the most important of which may be community involvement. My first knowledge of such programs was introduced when I perused "The Human Relations School" by Fox & Lippitt in the search area last summer. This reading paved the way for a recent conference of The Research Council of The Great Cities Program for School Improvement. Here I was made aware that community advisory councils may be the answer to improved education. Such innovations, combined with sensitivity training initiated in the school hierarchy from the superintendents on down could be the dawn of a new day in the field of education.

...The summer institute was most helpful to me in many ways. It was the first time I had an experience of working and living with people for a period of six weeks. I gained insight into my own feeling of a "locked in" experience. I had many ambiguous feeling (sic) toward some staff members and their ability to cope highly emotional experiences (sic). I enjoyed living in the dorm with the students, this gave me an opportunity to test some of my own feeling. I developed a strong relationship with several of the students (girls). I had a few depressing experiences, but when I look back the summer was one of the most valuable experiences I have had.

...Without being a smart-ass, I would like to say that the many instruments have, at times, been trying. The program has been personally rewarding and extremely useful in my work with teachers. I hope the follow-up session is as rewarding.

---

38. Please name the three participants in the program this summer whom you feel will be the most successful SCEs and why.

1.____
2.____
3.____

39. Please name the three whom you feel will be least successful and why.

1.____
2.____
3.____

PLEASE WRITE YOUR CODE NUMBER HERE__________

Assessor's Note:
Though participants did indicate reasons why they predicted either successful or unsuccessful performance of their fellow-participants in an actual situation, we present only the tabulation of responses. Contextually, the statements convey judgments and rationale that the participant's personality, background, experience at the institute and other variables somewhat skew or obscure. The fact that participants #11,#7,#14 and #4 were cited in both questions 38 and 39 illustrates the mercurial nature of the "why's" explicating statements about predicted success.

38. Most successful SCEs:

Participant:	Total nominations:
13	8
14	4
4	3
10	3
12	3
11	1
5	1
3	1
7	1

39. Least successful SCEs:

Participant:	Total nominations:
16	7
15	6
6	4
2	3
11	2
7	1
14	1
4	1
9	1

Appendix E: Staff and Participants' Perceptions of Program's Success

(See "Conclusion", page 19, for detailed information about this assessment. Errata: the staff did not answer #12 rather than #13 as stated in the text.)

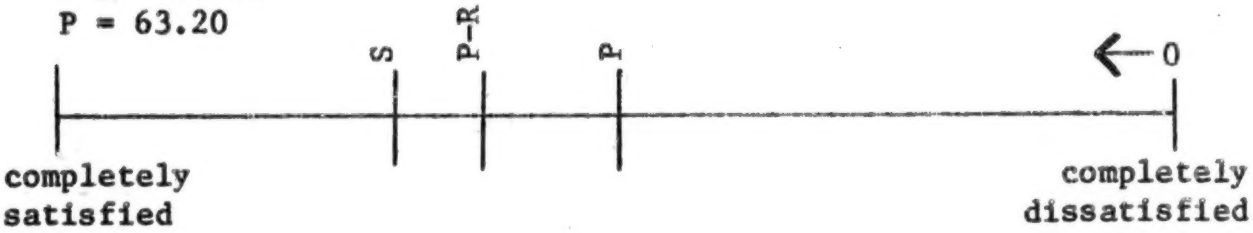
CODE:

S = Staff Evaluation Exercise (Appendix B)
P-R = Participant Re-Evaluation Exercise (Appendix C)
P = Participant Evaluation Exercise (Appendix D)

Scale = 126mm

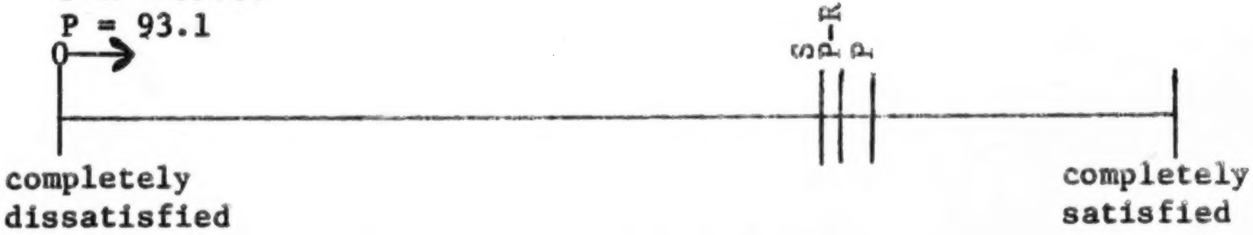
1. How satisfied were you with the teaching components of the program?

S = 87.60
P-R = 78.00
P = 63.20



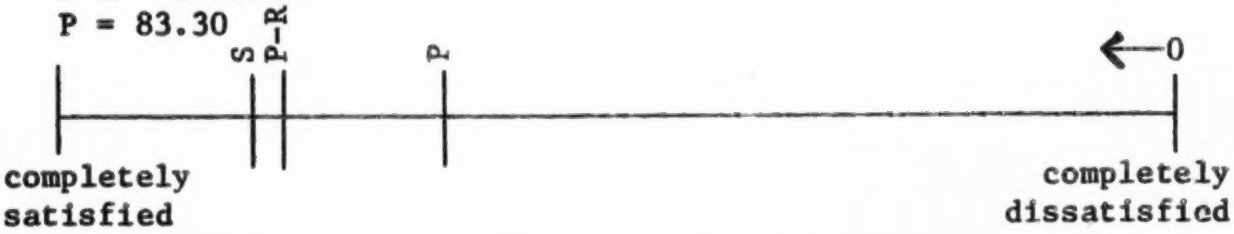
2. How satisfied were you with the practice leader seminars?

S = 88.20
P-R = 89.80
P = 93.1



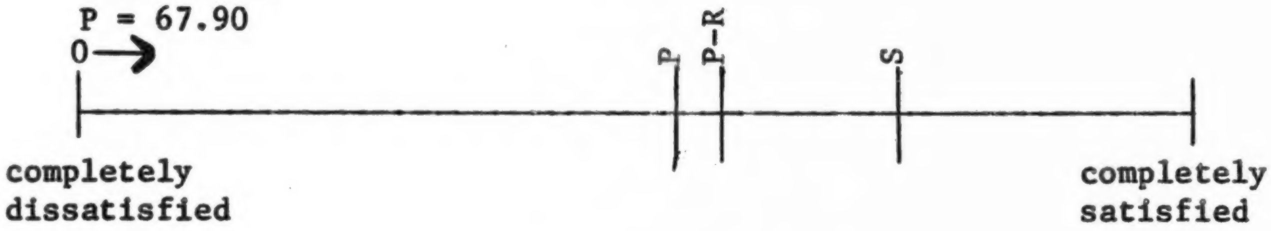
3. How satisfied were you with the staff critiques of the practice leader seminars?

S = 104.00
P-R = 100.50
P = 83.30



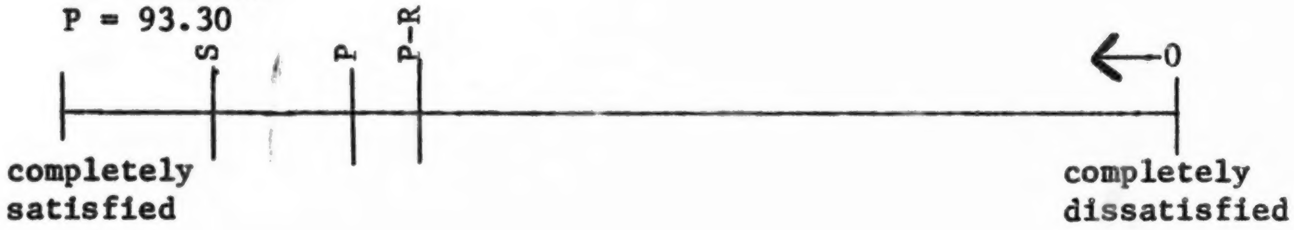
4. How satisfied were you with the lecture and general sessions?

S = 93.80
P-R = 73.20
P = 67.90



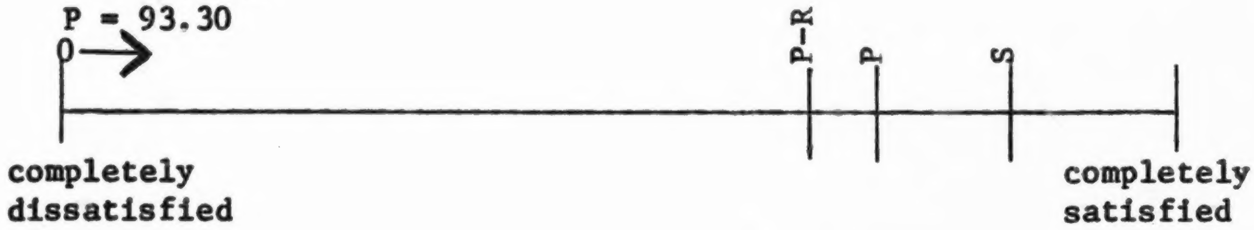
5. How satisfied were you with the search area?

S = 108.80
P-R = 85.60
P = 93.30



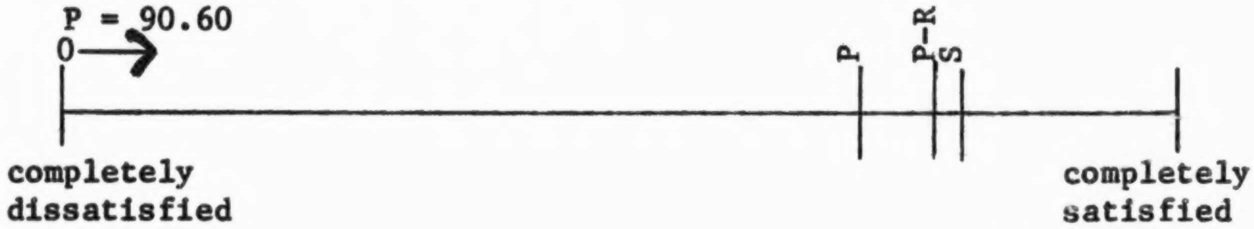
6. How satisfied were you with the evening small group sessions?

S = 108.80
P-R = 85.60
P = 93.30



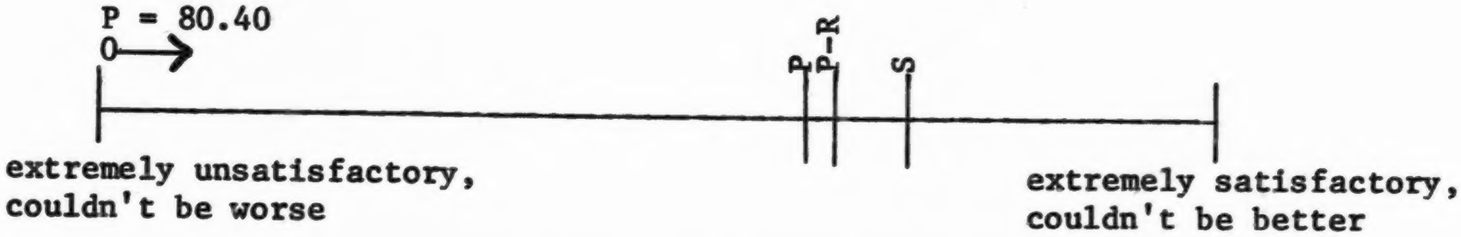
7. How satisfied were you with the formal and informal social activities?

S = 102.00
P-R = 99.60
P = 90.60



8. Please rate your overall satisfaction with the substantive content of the program.

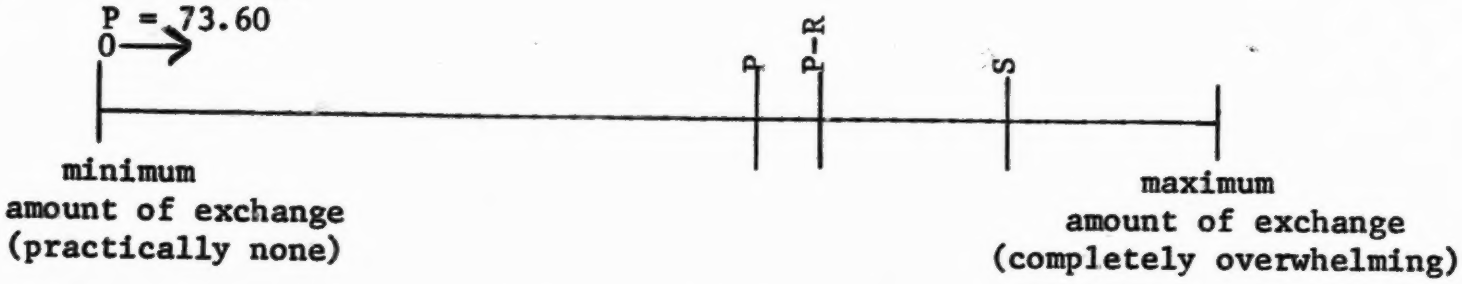
S = 91.20
P-R = 82.50
P = 80.40



9. How much exchange of information and concepts--that is cross-fertilization of ideas--took place among your fellow members of the program?

(The term fellow members may seem ambiguous for it does not specify participants or staff or both.)

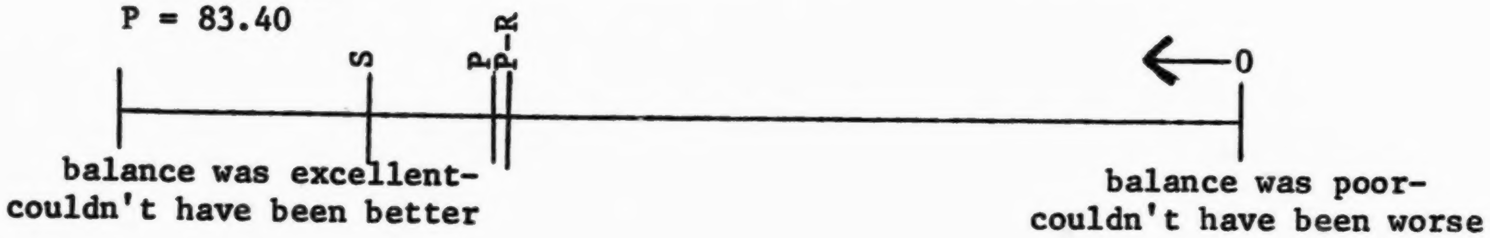
S = 102.00
P-R = 80.60
P = 73.60



10. Think now of the balance achieved by the program in meeting your specific needs as compared to meeting the needs of the group in general. How would you judge the balance achieved by the program in meeting these different needs?

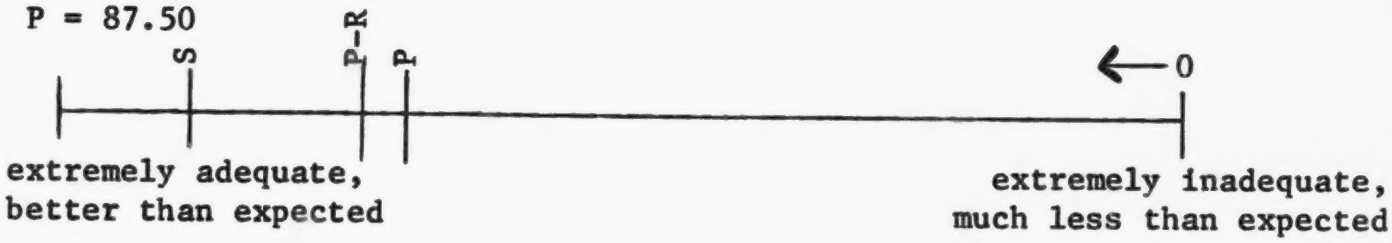
(The term group does not clearly identify its members as participants or staff or both.)

S = 98.40
P-R = 81.60
P = 83.40



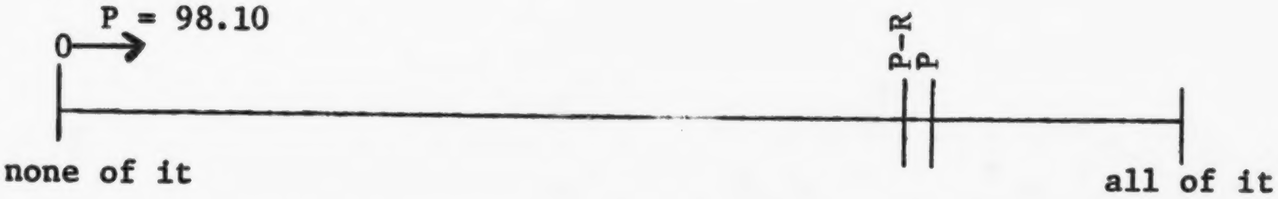
11. All in all, please indicate how you would rate the administration of the program.

S = 112.20
P-R = 92.20
P = 87.50



12. About how much of what you learned in this program will you be able to use when you begin functioning as an inservice leader in a school?

P-R = 95.6
P = 98.10



13. Mark the line below at the point which best indicates the degree of your satisfaction with the program as a whole.

S = 103.00
P-R = 89.00
P = 92.60